

November 1961

The PTA *Magazine*

NATIONAL PARENT-TEACHER



OBJECTS *of the National Congress*



Membership of the
National Congress
of Parents and Teachers
as of April 15, 1961
is 12,074,289.

of Parents and Teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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District of Columbia.....	44,130
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Florida.....	363,608
Georgia.....	271,681
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Idaho.....	46,529
Illinois.....	703,212
Indiana.....	261,295

Iowa.....	147,855
Kansas.....	208,054
Kentucky.....	199,963
Louisiana.....	112,609
Maine.....	32,427
Maryland.....	201,595
Massachusetts.....	149,604
Michigan.....	390,381
Minnesota.....	261,721
Mississippi.....	97,977
Missouri.....	254,155
Montana.....	32,151
Nebraska.....	73,017
Nevada.....	27,726
New Hampshire.....	26,302
New Jersey.....	481,464
New Mexico.....	47,860
New York.....	546,688
North Carolina.....	344,394

North Dakota.....	48,885
Ohio.....	740,179
Oklahoma.....	186,888
Oregon.....	128,176
Pennsylvania.....	581,967
Rhode Island.....	53,493
South Carolina.....	105,257
South Dakota.....	36,658
Tennessee.....	354,364
Texas.....	749,179
Utah.....	121,556
Vermont.....	21,185
Virginia.....	284,539
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West Virginia.....	106,049
Wisconsin.....	154,354
Wyoming.....	17,817
Unorganized areas.....	13,571
Total.....	12,074,289

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The

PTA

Magazine

NATIONAL PARENT-TEACHER

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We Give Thanks

A RICH TREASURE of our heritage is just now coming into our hands. The diaries, letters, and other writings of the Adams family, one of the most illustrious families in American history, have previously been available only to scholars. Now they are being published. Like the other Founding Fathers, John Adams, first Vice-president and second President of the United States, had his eyes fixed steadfastly on the future, on succeeding generations for whom he and his compatriots were building a free nation.

In a letter to his wife, Abigail, written in 1780, he said: "The science of government is my duty to study, more than all other sciences; the arts of legislation and administration and negotiation ought to take the place of, indeed to exclude, in a manner, all other arts. I must study politics and war, that my sons may have the liberty to study mathematics and philosophy, geography, natural history and naval architecture, navigation, commerce, and agriculture, in order to give their children a right to study painting, poetry, music, architecture, statuary, tapestry, and porcelain."

John Adams, like good fathers everywhere and at all times, was concerned with creating a better world for his children and grandchildren. This is what we in the P.T.A. are concerned with today and always—the building of a world in which our children and grandchildren will have richer opportunities than we have enjoyed. No matter how full and satisfying our lives may be, we dream of and work for yet richer, fuller, more satisfying lives for future generations.

THIS IS THE NATURE OF PARENTHOOD—to be selfless, unselfish, and devoted. It is also the nature of the parent-teacher organization. Our concern for succeeding generations, for a richer, better life for them, calls forth what is most noble, generous, and courageous in us. Like John Adams, we are willing to study and labor, that the future may be better.

John Adams held it his duty to study politics and war in order to help establish a free and peaceful nation, in which his children might have liberty to study the arts and sciences that would advance industry, agriculture, transportation, communication, and commerce. And let us not forget that Adams and his colleagues who devoted themselves to legislation,

administration, negotiation, and ultimately war ran great risks. When he and his fifty-five brave colleagues signed the Declaration of Independence they did so at peril of their lives. When they wrote, "We mutually pledge to each other our lives, our fortunes, our sacred honor"—words that still make our spines tingle—the words were not empty rhetoric. The Founding Fathers were soberly aware that their lives and fortunes were at stake. With knowledge of the risks they ran, they signed the Declaration that has rung down through the ages a resounding peal of hope for men everywhere.

FORTUNATELY THEY DID NOT FAIL in the war for independence. The risk they took for future generations succeeded. They established a nation and a government which recognized that man has rights no government may take away, rights no government may confer, unalienable rights that belong to man by virtue of his being man. These rights—among them, life, liberty, and the pursuit of happiness—derive from a power higher than any state or government. They belong equally to all men. The function of government is to make these rights secure, guarantee them, protect them from encroachment or diminishment.

John Adams and his compatriots succeeded magnificently in what they set out to do for posterity. To an astonishing degree their bold aspirations have become realities. These men built a firm political foundation on which their children constructed a richly productive economy. For American children that unique political and economic structure has made possible the greatest opportunity mankind has ever known for education, for self-development, for self-fulfillment. Our children have much of what John Adams dreamed for them: the right and opportunity to live civilized, cultivated lives; to enjoy the cultural arts; to become their best selves through study of the best that mankind has thought and wrought.

Their heritage is indeed freedom, dignity, and opportunity. And their heritage is in our hands—a precious and a priceless trust.

But that heritage is not something material, like family silver, which can be wrapped in tarnish-proof cloth and kept in a safe and secret place until the

for Our Heritage



day of transmittal. It decays and diminishes with lack of use. It can be damaged by abuse or neglect. Freedom, dignity, and opportunity stay bright and strong only if we believe in them, live them, practice and protect them in our daily lives.

Moreover, they are a treasure that cannot be placed in the hands of ignorant or careless heirs. Our children must be brought up to cherish them. They must learn how dearly freedom was bought and how hard it is to keep; how precious opportunity is; how damaging to dignity prejudice can be. If they in turn are to be responsible trustees of the American heritage, they must learn from earliest childhood to value freedom, dignity, and opportunity. They must learn, as William Faulkner has said, that it is not only "the right of man to be free of injustice and rapacity and deception, but the duty and responsibility of man to see that justice and truth and pity and compassion are done." These things we must teach our children in home and school and community.

BUT IN ORDER TO TEACH, we ourselves must understand and know. Freedom, dignity, and opportunity must have significant, specific meanings for us. They must be propelling ideals that motivate daily conduct, that compel courageous action in their behalf.

Freedom, dignity, and opportunity are indissolubly linked. The basic moral principle of our society is belief in human dignity. Dignity means simply intrinsic worth or value. We believe every child is born with an essential dignity that must be respected and protected. His worth and importance do not depend on things like economic status or social position, or on physical attributes like the contour of his eyes, the shape of his nose, or the color of his hair or skin. He has individual worth and importance simply because he is a human being.

Our belief in human dignity has a religious origin. The Founding Fathers referred to it when they affirmed as a self-evident truth that "all men are created equal" and "are endowed by their Creator with certain unalienable rights." We have failed sometimes to act in accordance with this belief, but the very core of our American heritage is the conviction that human dignity is the gift of the Crea-

tor and therefore an inviolable possession of every individual.

Freedom means many things. Our specific rights are documented in our Constitution and Bill of Rights, and it is our duty to know them and guard them zealously. Freedom in its largest sense is the right to choose our own goals and pursue our own purposes in so far as our actions do not encroach on the welfare or the rights of others. Freedom and dignity demand opportunity—opportunity for each person to develop his capacities to the full.

To share the benefits of democracy and become capable of contributing to it, every child must have, in the words of our P.T.A. Objects, "the highest advantages in physical, mental, social, and spiritual education." He must have access to health services, to recreational facilities, to youth groups, to guidance and counseling services—to all the resources that will develop his human capacities and widen the range of his choice. Ignorance restricts choice. It limits freedom. It depreciates human dignity.

We can be justly proud of America's heritage of freedom, dignity, and opportunity. It is far greater, far richer than that of most other countries of the world. In every past generation our freedom has been safeguarded, even extended; human dignity has been enhanced and opportunities multiplied. To preceding generations we are deeply grateful for their sacrifices and their labor to enrich our heritage.

• • • • •

These are some of the things I would hope every P.T.A. member will think upon this Thanksgiving. For thinking upon them we cannot fail to appreciate anew the precious heritage that belongs equally to all of us—a heritage built, defended, and extended with the blood, sweat, and tears of our forefathers. As its trustees we can do no less than assure every American child the blessings that are guaranteed in his American heritage.

Margaret E. Jenkins

President, National Congress of Parents and Teachers

EXAMINATION

HARRIET AND HERBERT SCHUELER

WITH so much at stake, with admission to a cherished hall of ivy perhaps hanging in the balance, examination time is not a happy time. Nor can it ever become so by any conceivable psychological magic. Even the strong, secure adolescent is not immune to worry over the possibility of failure.

A sinking feeling or an internal fluttering of butterflies is almost inevitable. Possibly it's even desirable. Fear can be a positive force in facing an exam as well as in a battle, provided it sharpens resolve, mobilizes skills, and puts one on his mettle. But it may have just the opposite effect. It can prevent a youngster from doing his best or at least from performing at a level that indicates his abilities. And doing well is crucial in a one-shot examination that permits of no review, no second chance.

The boom in testing: boon or bane?

The blue times in youngsters' lives are increasing, for few changes in American education are so pervasive as the growing emphasis on formal, standard examinations that originate outside the school. Consider, for example, the burden of a high school senior of our acquaintance.

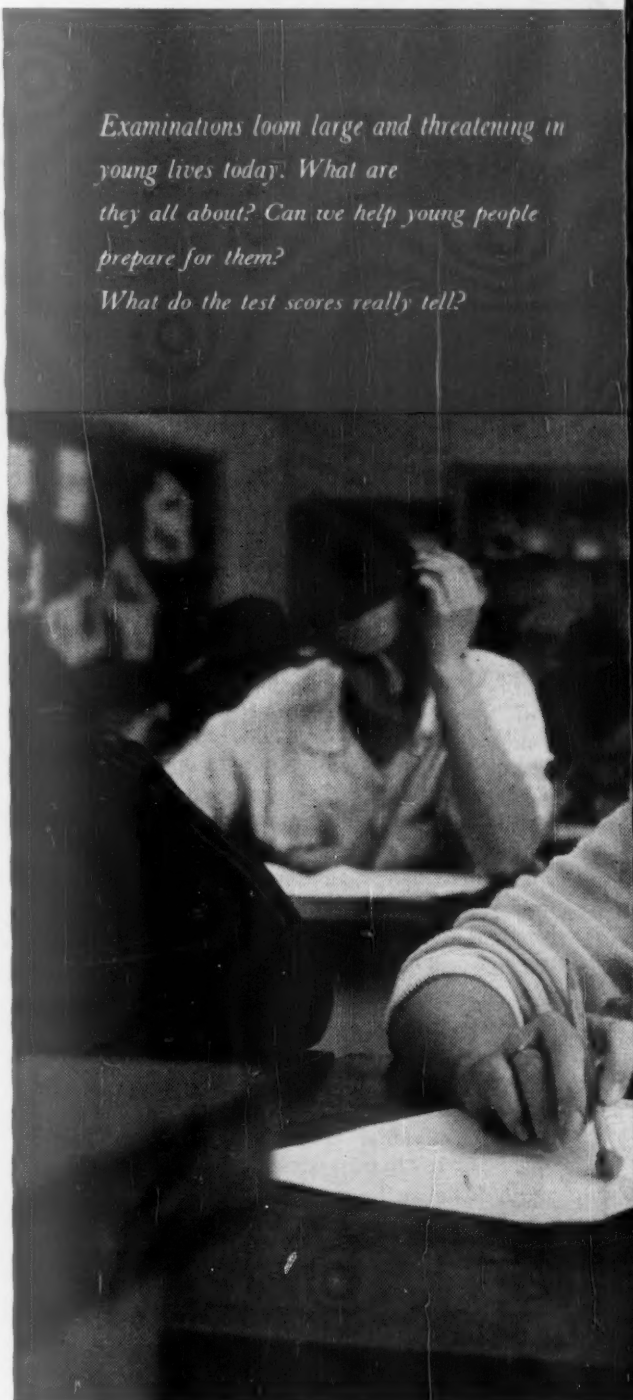
Besides the inevitable class and school-wide examinations, he took the following: two College Entrance Examination Board Scholastic Aptitude Tests; three College Board Achievement Tests; two Advanced Placement Tests; two batteries of state exams for college scholarships; and three state exams to qualify for the academic high school diploma.

In his junior year he had taken the preliminary College Board Scholastic Aptitude Tests, the National Merit Scholarship Qualifying Tests, four state exams, and, for good measure, the series in the national Talent Search program. Surely his parents and teachers may be pardoned for wondering whether in the past two years more energy wasn't spent in discovering what was in his head than in filling it.

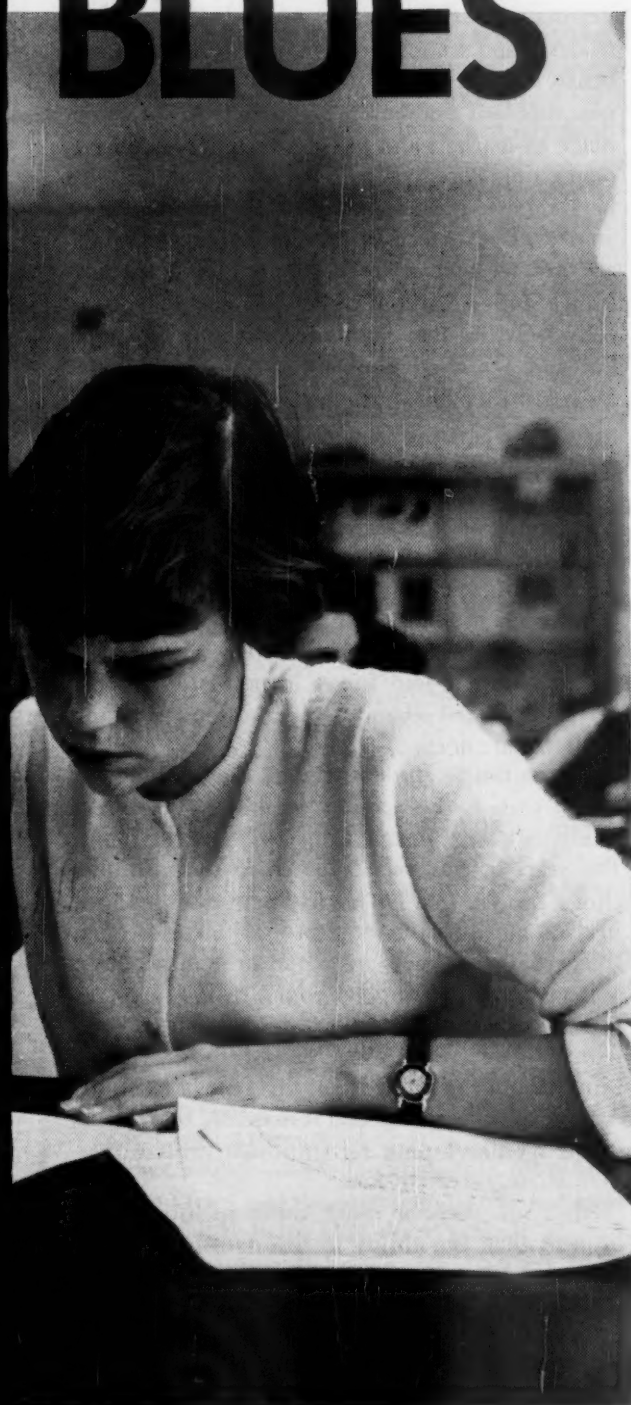
This young man's experience was not extraordinary. For the College Boards, for example, he was one of almost half a million students, all taking

Examinations loom large and threatening in young lives today. What are they all about? Can we help young people prepare for them?

What do the test scores really tell?



BLUES



© Hays from Monkmeier

the same exams at the same time in some fourteen hundred test centers in the United States and in forty foreign countries.

Viewed in its best light, the movement toward standard examinations is part of a nation-wide effort to improve the quality of education. By providing norms for evaluating students and programs, it seeks to encourage higher standards. Seen at its dimmest, it may produce stultifying uniformity in school programs and reduce standards not to what is desirable but to what is measurable with a machine-scored test. Our concern here, however, is not to assess the many positions in what is shaping up as a major controversy in American education, but to discuss the impact of the examination movement on students, parents, and teachers.

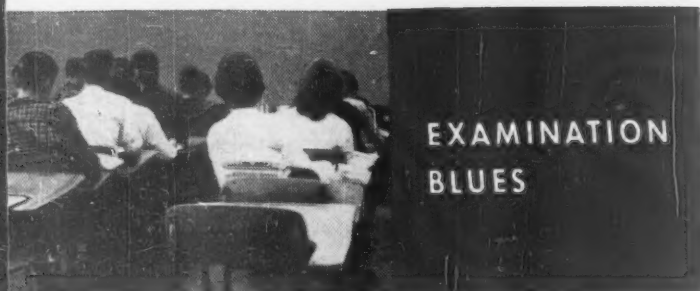
The standard examination differs from the test a teacher gives her class. The good teacher-made examination is primarily a teaching instrument. Intended for a particular class and covering specifics in a particular course, it is an integral part of a continuous process of teaching, appraisal, review, and then further teaching and learning. Both teacher and student can analyze the test and the student's performance, and base further learning and testing on what the analysis reveals.

Not so with the standard examination that originates outside the school. It is seen only once by the student and often not at all by the teacher. It is usually rated by machine and results in a single mathematical score, which is useless for purposes of diagnosis and further teaching except in the most general terms.

It tells where John ranks among thousands of students across the country in those elements of mathematical ability, let us say, that the examination happens to test. But it does not reveal whether he needs help in solving quadratic equations or verbal problems, in the operation of the square root, or in number theory. It might reveal these matters if someone had access to John's paper and could analyze his performance on each item, but probably his paper is known only to the machine that scored it electronically.

With a score of 550, John is placed in the fifty-eighth percentile rank of the thousands of high school seniors who took the exam. This tells his teacher and his parents (and the colleges that use this score for appraising candidates for admission) that about 40 per cent of those taking the test scored above him and about 60 per cent below

An article
in the
1961-62 study
program on
adolescence.



© H. Armstrong Roberts

him. His rating is indeed relative; it depends on the scores of all the other students who took the same examination. Another year a student with the same ability and the same weaknesses might achieve a lower or a higher percentile ranking, since he would be compared with a different group.

Of what use, then, is the examination? Simply stated, it provides a general comparison of a student's achievement on a specific examination with the achievement of students in other schools and other localities. It provides a single scale against which many can be measured. The youngster from a rural school in down-state Illinois may thus be compared with his counterpart in New York or Chicago—but only in regard to his performance on the same test.

The examination results, then, are useful only in situations in which comparisons are useful. For example, they enable a school to compare the achievement of its student body with that of other schools. They provide a college with information on a common scale about candidates for admission. They enable a state board or national scholarship corporation to use a convenient, impersonal, objective standard to assess applicants for scholarships. Properly used, they supplement, but never supplant, the personal, local means of appraisal devised by those who should know students best—their teachers.

In fact, reputable testing agencies, like the College Entrance Examination Board, repeatedly emphasize the limitations of these examinations, even as indicators of scholastic ability and as predictors of success in college. They point out that the validity of the tests is limited to what they purport to measure. For example, a student's SAT score (the sum of his scores in the mathematical and verbal sections of the Scholastic Aptitude Tests) reveals nothing more nor less than his ability in the skills measurable by the test compared with the abilities of thousands of other students. The score tells little, if anything, about his other abilities. It reflects

little of the other colors of his intellectual spectrum: the imaginative, the creative, the aesthetic, the social, the ethical. It reveals part of his equipment as a scholar and a person, but by no means all or perhaps his most significant qualities, even for college entrance.

It is essential, therefore, that teachers, counselors, and parents develop the proper perspective in dealing with the impact of these examinations on students and school programs. Teachers must recognize that the tests are not intended to, and should not, supplant evaluation practices that are tailor-made by teachers and the school to fit a given student group. Parents should recognize that the numbers reported to them as the mystic result of John's performance on a standard examination are not by themselves harbingers of a fruitless future if they turn out to be low or average. Nor, conversely, do they guarantee a Phi Beta Kappa key and a niche among tomorrow's intellectual leaders if they fall in the highest percentile.

Basic training for test takers

The formal standard examination assumes a formidable, often threatening role in the life of all but a few test-secure or past-caring students. Students unquestionably need appropriate preparation for exams lest the testing be more emotionally upsetting than objectively revealing. Parents and teachers should join forces to help students develop the mental set and the specialized test-taking skills that are needed.

By the time a student reaches the middle high school years he has usually acquired a good deal of sophistication in answering objective-test items. For years he has been exposed to the multiple-choice form of test. He has had help from teachers in distinguishing the more probably true alternatives from the clearly wrong and the misleading. It is a rare student, indeed, who is handicapped on College Board examinations by inability to cope with the test form. In fact, one of the worrisome things about the influence of this type of exam on American education is that it may lead to overemphasis on developing recognitional skills rather than actively creative ones.

After all, there is much more to intellectual prowess than the ability to distinguish a correct statement from a series of incorrect alternatives. The current testing movement would indeed defeat its purpose if it were to lead schools to de-emphasize the building of creative intellectual powers—such as the development of sustained

thought in writing and speaking, and the analysis and solution of problems in which the answer is not already set down.

If the student needs help in mastering the form of the objective test, however, he can get it readily from his teachers and published aids. In preparation for major exams like the College Boards, many schools go so far as to schedule special coaching classes. The College Entrance Examination Board offers sample questions for practice to help teachers and students plan a program of exercises and study in preparation for the real thing.

Yet while the student may be helped specifically to cope with the *form* of these examinations, *content* is quite another matter. It is not predictable as in an exam based on a particular chapter in a particular textbook. The practice of cramming, decried by teachers yet often effective in the experience of students, is therefore of little use.

Nor can skill in reading comprehension, a dominant element in most standard examinations, be acquired in a crash program. Rather it is the product of a long program of everyday reading and guided analysis of meanings. Neither can facility in mathematical processes and command of mathematical concepts be acquired in a fortnight of catching up.

The best preparation for examinations, then, is to be a conscientious student over the whole year. In combating examination blues, there is no substitute for the security that comes from having done daily assignments faithfully and well.

Precautions for parents

Parents' greatest contribution to the attainment of this security is a psychological one. They are understandably ambitious for their children and want them to excel. But however noble their motives, their actions may easily undermine rather than support their children, discourage rather than stimulate them. By far the worst sin of a parent is to keep the stigma of "failure" constantly before a child. The competitive situation is threatening enough without reinforcement by worrisome, nagging parents.

Some sound knowledge about the purposes of examinations and the interpretation of test scores will certainly help. One doesn't "fail" aptitude tests, for example. If John scores relatively low on a mathematical aptitude test, it isn't necessarily because he has been lazy or poorly taught. He probably just isn't cut out to be much of a mathematician. Blame it on his ancestry on his father's (or

mother's) side, if you will, but don't blame John. That's the way he is, and be thankful you know it in time to prevent yourself from pushing him toward a career in engineering.

Since, for good or ill, standard examinations put a premium on the relative standing of students, they infect many parents with what might be called percentile plague. Anything less than the eighty-fifth percentile is seen as a social disgrace and a cause for family mourning and bitter reproaches. Ironically, as the quality of education rises, no more students will reach the eighty-fifth percentile than before. In fact the quality of performance that earned the eighty-fifth percentile rating one year may earn only the eightieth or seventy-fifth the next. It cannot be too strongly emphasized that these ratings are relative measures and may have very little connection with a far more significant and useful measure—the relationship of a student's achievement to his own aptitude.

Parents should be concerned primarily with the degree to which a child's performance measures up to his abilities and only secondarily with how his test scores compare with those of others. A high percentile score for Sally may be less admirable than an average score for David, since Sally can do better, while David is achieving at the limit of his capabilities.

Ambition is noble when it leads to achievement. It is destructive when it creates unrealizable hopes. The aim of a good scholastic testing program is to assess not only what the student has learned but what he is capable of achieving. No single set of standard examinations can do this. Rather it is a continuing imperative of the educational process itself, meriting the cooperative efforts of teachers, counselors, and parents.

Because of the competitive pressures for college admission, especially to the "best" institutions, the stakes are unfortunately high in examinations like the College Boards and the Merit Scholarship Qualifying Tests. Because so much may depend on test scores, we tend to give them a distorted importance. It behooves us to see the scores in proper perspective and do everything in our power to help our hard-pressed youngsters live with, and rise above, those inevitable examination blues.

Herbert Schueler is director of teacher education at Hunter College; Mrs. Schueler, director of guidance at Hunter College High School. They have two teen-age sons and thus know about examination blues as both teachers and parents.

OSCAR SCHISGALL

AMERICA MAKES MUSIC



THE UNITED STATES seems to have gone music mad. One out of every six Americans is an amateur musician playing for his own pleasure. More than any other nation, this country has developed a passion for making music. Fifteen years ago critics used to lament that phonograph records and radio were driving out "live" music, but it now appears that years of good listening have only whetted America's appetite for music making. In 1950 the American Music Conference of Chicago counted nineteen million amateur instrumentalists. Today the number has skyrocketed to thirty-two million.

Not long ago a man carrying a violin case sat down beside me on a plane. I assumed he was a professional musician, but when we fell into conversation it turned out that he was a surgeon on his way to a Miami medical convention.

"I take the violin wherever I go," he told me. "I'm a member of the Amateur Chamber Music Players—four thousand amateur musicians, mostly business people, living all over the United States. We have a membership directory for our travels, and no matter what city we're in we can telephone a fellow member and he'll arrange a quartet to welcome us. We meet new people, enjoy pleasant hospitality, play good music. And the directory not only tells what instrument each member plays; it also grades him for musical ability—class A, B, C, D. So I can always find people who play the way I do. Our organization has been a godsend for amateurs who like to play music."

It offers only a hint, however, of the wonderful opportunities available to amateur musicians. There are now more than twelve hundred large amateur symphony orchestras—the so-called "community" orchestras. I say "large," because their average size is between seventy and one hundred players. Yet one third are in cities of less than fifty thousand population, and 10 per cent are in towns of less than ten thousand.

How seriously the amateurs take their music is made clear by reports from the American Music Con-

ference. "In Bluefield, West Virginia," one report said, "players come to orchestra rehearsals from as far as a hundred and forty miles over mountain roads. Some leave home by bus at two in the afternoon and get back at four or five in the morning." In Iowa people converge from fifteen small communities to play with the Waverly Orchestra.

Nor are all these organizations community orchestras in the limited geographical sense. In New York I have heard fine concerts played by the Doctors' Orchestral Society. When I expressed surprise that almost one hundred busy physicians find time for the rehearsals, I learned that similar medical orchestras exist in many cities.

The list of organizations that sent representatives to a summer institute sponsored by the American Symphony Orchestra League includes a great variety of groups, evidenced by such titles as the United States Department of Agriculture Symphony, the Greater Cleveland Youth Orchestra, and the Boro Park Y Orchestra, plus dozens of university groups. Many industrial firms—some sixteen hundred of them—sponsor amateur musical organizations just as they support bowling teams and stamp clubs. The Na-



Section of the Great Neck Symphony in rehearsal

*The creative urge finds
many outlets.*

*One of America's favorites
is making music.*

tional Industrial Recreation Association, which made the count, found symphony orchestras, bands, smaller musical ensembles, and jazz combos.

These people give so much time to playing music because they love it. I remember a rainy Saturday afternoon when my wife and I stopped at a resort hotel in Maine. The weather was keeping everybody indoors, and in the lobby we were greeted by an amateur jazz session. A dozen guests, having borrowed instruments from the hotel's orchestra, were playing with a gusto seldom shown by professionals. Rain? Nobody cared.

And I have been in a railroad car with college students homeward bound for summer vacations when suddenly instruments appeared—clarinets, trumpets, banjos, ukuleles, bongo drums—and the trip was turned into a long, gay, wonderful concert.

Town musicians

Americans everywhere love to play music, but what they like most is to play in groups. The real community orchestras have some problems, of course. The chief problem: Where can they find competent conductors? Instrumental groups located near big cities can usually find a conductor among the professionals who play in the great symphony orchestras. The American Symphony Orchestra League, which represents nearly eight hundred such orchestras, is a source of help.

The League, with headquarters at Charleston, West Virginia, is supported not only by dues from member orchestras; it also has had grants from the Rockefeller Foundation. To develop talent the League has enlisted some of the nation's leading conductors to give free seminars for students. Remote community orchestras send their promising conductors to attend these sessions. The result is a kind of training unknown before this exciting musical era. The League also arranges for professional managers to handle the business affairs of six or eight amateur orchestras in the same region. Thus the players can

play and let the managers worry about the bills.

John D. Rockefeller III, when he presented a grant to the League, explained: "The basic cause for the increased interest in the arts is man's need for creative fulfillment. In simpler times most men could find it in their labor; today they must find it in their leisure. And with more leisure than ever before, Americans are turning to the arts as one means—a very important means—of gaining such fulfillment."

As an amateur piano pounder myself, I used to join a group of seven men in so-called jam sessions, held purely for our own pleasure. We never had an audience; we didn't dare. We played Gershwin and Berlin rather than Beethoven and Tchaikovsky—because it was easier. But when we got through a number without *too* many mistakes, there was a sense of triumph and exaltation that I have never known elsewhere. So I can very well understand the pleasure of the amateur instrumentalist who sits in a serious orchestra, under a capable and demanding maestro, and plays almost like a professional.

But when we speak of the 1,200 community orchestras in the United States, we have merely touched the surface. What high school or college today is without a band, an orchestra, a music department? The latest count, made in 1960, shows 48,000 bands and 25,000 orchestras in U.S. schools, a total of 73,000 instrumental groups. Moreover, of the 35,000,000 youngsters in our public schools, 9,500,000 are studying an instrument. That is about one out of every four.

It is hardly surprising that, in and out of the schools, the country now has more than five hundred thousand music teachers. The school music teacher today is apt to be an enthusiastic young man or woman with a college degree in music and a sufficient budget from the board of education to provide free instrumental training for any student who wants it. His students put on concerts, light operas, and choral performances.

Outside the schools the typical music teacher is apt to be a businessman who owns a shop selling musical equipment. He knows that parents are unwilling to spend a hundred dollars for an instrument which the child may relegate to the attic. So he rents instruments at a low price and gives lessons in their use. A youngster may try four or five different types of music making before he finds the one instrument that he really enjoys and that his parents are willing to buy. New teaching techniques that introduce a novice to melodies rather than to scales help make the study of music more popular with youngsters.

Player's choice

By far the most popular instrument among amateurs is the piano. I would have guessed that the violin was second—and I would have been wrong. The continued popularity of performers like Elvis Presley, of hillbilly bands, and of folk singers like Burl Ives has had its effect. The second most popular instrument is now the guitar, with 4,750,000 devotees. Other stringed instruments come third, woodwinds fourth, brasses a close fifth. Altogether, Americans in 1960 spent 590 million dollars for their instruments, sheet music, and accessories.

Amateur musicians sometimes find extraordinary ways to indulge their love of playing. At Bowdoin College a group of students formed a brass ensemble to revive seventeenth-century German tower music. This is music composed for brass instruments. It was played at dusk from the towers of old castles, town halls, and churches. For almost three hundred years these compositions faded out of musical repertoires. Then in the twentieth century trumpets began to blare the ancient melodies from the towers and rooftops of Bowdoin College. "Those of us on campus," one student told me, "were a captive audience, but we got as much fun out of listening as the trumpeters got out of playing."

You never know where you will find amateur musicians. Not long ago, in a New York taxi, a friend was telling me how he had paid his way through Harvard by playing a saxophone in a five-man band that entertained at weddings, parties, and so on. He was saying how much pleasure this had given him when the taxi driver interrupted. "Mister, you ain't kidding," the driver said. "There's nothing like making music. I work out of a Bronx garage, and we got half a dozen guys there that formed a combo. I'm on the drums. Two-three times a week we get together after work, and you know something? Most of us would rather play than eat!"

The boom is not instrumental alone. Choral groups, oratorio societies, and amateur operatic troupes have millions of participants. There is scarcely a music-loving community in the country that doesn't have its annual rendition of *The Messiah* or *Elijah*. For the last two years the high school chorus

in Mount Vernon, New York, has joined a community orchestra to produce a grand opera each year, with members of the Metropolitan Opera in the principal roles. Altogether, the country's singers probably exceed in number its 32 million instrumentalists. For apart from choirs, glee clubs, and oratorio societies, there are operatic workshops and amateur theatrical troupes that produce some 4,300 musical plays every year—from Gilbert and Sullivan to Rodgers and Hammerstein.

Musical measures

The mushrooming of choral groups and orchestras has produced a vast new audience for the American soloist. In the past, public appearances for the developing virtuoso were hard to achieve. Today the twelve hundred towns and cities with community symphony orchestras and the eighteen hundred colleges and universities with comparable accompaniments offer him added opportunities.

Sylvan Shulman, conductor of the Great Neck Symphony Orchestra on Long Island, one of the oldest and most successful of the community groups, told me, "Though we cannot afford to present soloists who receive thousands of dollars for a performance, we have presented many who went on to national fame after winning recognition with orchestras like ours. Musicians need a place to be heard."

Composers, too, find a bonanza in amateur groups. There was for a long time the problem of submitting new works to these orchestras. The scores were expensive to print; how could they be made available? The problem was in some measure solved by the creation of the World Music Bank, an international nonprofit organization that describes its work this way: "Each participating country determines its own list of best contemporary works. Scores, records, or tapes of each composition are deposited in every branch of the bank. In the United States these materials are deposited with the American Symphony Orchestra League and are available on loan to conductors, critics, and music educators without cost." A similar service is offered by the Fleischer Music Collection in Philadelphia.

Add up the various elements of what is happening, and it's clear that the United States has become the most music-loving nation on earth. A century ago, in 1860, Walt Whitman must have been using the eyes and the ears of a prophet when he cried, "I hear America singing!"

A chance conversation with an amateur violinist who was a fellow passenger on an airplane led Oscar Schisgall into the wide research that resulted in this article. In addition to his many contributions to magazines, Mr. Schisgall has written twenty-nine books and many motion picture and TV scripts.

Excelsior!

"Snow classes," which combine regular school classes with training in winter sports, have helped children to develop intellectually as well as physically, say educators in France. The classes were started there as an experiment in 1953. Participants are thousands of boys and girls from cities, who spend about a month in the mountains with their teachers and physical training instructors. In the morning lessons are held as usual. In the afternoon the children learn to ski and take part in other snow-and-ice activities.

Animal Kingdom

Not all the animals that entered the ark, perhaps, but all those that are mentioned in the Bible form the unique population of a zoo recently established in Jerusalem. Each animal is identified by an inscription in Hebrew and in English, together with a biblical quotation mentioning the species. The zoo now contains more than seven hundred mammals, birds, reptiles, and fish, many of them brought from far distant lands.

You would hardly suspect that the project had its humble beginnings in some wooden packing cases behind a building in the center of Jerusalem. Here Aaron Shulov, a zoologist at the Hebrew University, a few years ago installed the animals to amuse young friends. The collection at that time consisted of some monkeys, an eagle, a vulture, a leopard, and a hyena. The children were delighted, but not the neighbors. The animals might escape, they complained. The hyena's laugh kept them from sleeping at night. And the smell . . .

So Dr. Shulov moved his zoo outside the city and started to expand it. Purchases, gifts, and loans poured in. Today the zoo attracts thousands of visitors.

Fascinating Figures

Britons read more newspapers than do any other people on earth. Austrians see more films than the rest of us. But the Japanese patronize libraries more regularly. Probably no other country can match the figure of twenty million regular readers that is reported by libraries in Japan. As for the United States, we can claim the largest number of university students.

You can find these and other interesting data in Unesco's annual *Basic Facts and Figures*, a treasurehouse of statistics about 219 countries and territories. For instance, you may be surprised to learn that out of 1,000 Americans only 59 do not possess radios; that there are nations in which only 16 or 17 per cent of the children go to school; that more foreign students study in the United States than anywhere else; that in 1958 Puerto Rico spent more of its income on education than any other country; and that Monaco leads in the number of television sets per thousand inhabitants.

You can obtain this useful compilation from Unesco, Paris, for three dollars.

Remembering the Forgotten Villages

The River of the Butterflies (Papaloapan is the Indian name) flows through one of the most beautiful valleys in Mexico, but the million Indians who live in the river basin enjoy anything but a butterfly existence. Not since the sixteenth century, when Mexico formed part of the empire of the Aztecs, had any appreciable change taken place in these villages. The inhabitants lived in palm-thatched jungle huts made without saw, hammer, or nails, just as their ancestors did before the Spanish conquest.



For centuries the lands from which these Indians wrest a scanty livelihood have been flooded almost every year during the rainy season and their crops destroyed by the mighty river. Then in 1947 the erratic "Butterfly" broke its banks, causing the worst floods in living memory. Houses and livestock were washed away, and hundreds of farms were ruined.

After that catastrophe the President of Mexico promised the villagers that their houses would be rebuilt and the Butterfly River would never again bring them such misery. Soon, before the unbelieving eyes of the Indians, the subjugation of the great river began. It took about ten years to build a huge dam and divert the river waters—an impressive testimony to man's power over nature. The next step is to provide the rebuilt villages with well-lit streets, motion picture theaters, and workshops fitted with electrical equipment.

The Papaloapan project has been so successful that it has inspired similar schemes to put other Mexican rivers to work for man's benefit. In the meantime the Indians of the Butterfly basin enjoy their model villages and marvel at the gracefully arched steelworks of the dam through which the waters pass, no longer ruining their crops but bringing light to their homes, power to their villages, and irrigation to their farms.

An Eye to the Future

Man will be able to look ten times as far into the universe as he has ever done before when, a few months from now, the building of a powerful radio "eye" is completed in Australia. The huge new radio telescope, the most efficient and versatile instrument of its kind in existence, will open a new chapter in the exploration of outer space. It is being built for the Australian Commonwealth Scientific and Industrial Research Organization, partly with funds from the Carnegie Foundation.

IF YOUR CHILD IS

SILENT ABOUT



© H. Armstrong Roberts

KATE BRADLEY was thoughtful as she slipped out of the compact car and went up the walk to their semidarkened ranch house. Husband Jim hummed a tune as he waited in the car. Kate paid the girl who had sat with the children while the parents were away at the P.T.A. meeting. With a gay "Good night," the girl ran out to the car, to be driven to her own house a block and a half away.

As the taillights went out of sight around the corner, Kate hung up her things and settled into Jim's favorite chair. She tried hard to remember. Had Marsha ever asked one of those questions, or had she not? Minutes later, as Jim came in through the side door, she decided she'd better check her recollection with his.

"Jim," she inquired, "did Marsha ever say anything to you that sounded as if she were wondering about sex? I've been trying to remember whether she's asked me anything, but I don't think she has."

"Well, no, now that you mention it, she hasn't," came his somewhat surprised answer. "But isn't it more natural for girls to ask their mothers about that kind of thing? Why do you ask?"

"Well, I'm still thinking about that panel discussion we had at the P.T.A. meeting."

"How To Answer Your Child's Questions About Sex," her husband repeated the title of the topic. "Yes, it ought to help us a lot when Marsha begins to ask questions. So what's on your mind?"

"What if our children never ask?" worried Kate. "Oh, I don't expect it from the little fellow, but Marsha's almost eight. I didn't have the courage to bring it up at the meeting, but I wonder whether any of the others in the group are in the same situation. Just think! Betty's little boy is only five, and she tells me he's been asking questions. Do you suppose we're doing something wrong?"

"Or not doing something we ought to be doing?" Jim added.

Why tongues are tied

The Bradleys are not the only ones who ponder over their children's silence about sex. Many children do not seem to be curious, and many parents wonder why.

Once upon a time most children didn't dare ask their parents for sex information; at least, children in

SEX

"nice" families did not. Conveniently, their parents dismissed the silence as a sign of innocence, though there is good reason to doubt that children were any more innocent then than now.

Today we know for a fact that every child is amply exposed to situations that ought to provoke questions about sex differences and functions. In all likelihood most children, including preschoolers, are interested in sex, even if some may feel no particular impulse to find out about it. This rather easygoing attitude is all right for a time, but eventually every child will be exposed to more detailed information whether he wants it or not. When this happens it will be to his advantage to have already acquired the facts from his parents in a cheerful, relaxed sort of way.

Silence may also signify a reluctance to be inquisitive in this area. Such reticence usually develops gradually out of a complex network of attitudes and actions in the family. Fear of mentioning anything related to sex is a real possibility, even in this so-called age of enlightenment.

A third reason for silence may be that the child already knows, or

thinks he knows, all he needs to know. This reason increases in probability as the years roll by. With tongue in cheek, I often suggest to parents who inquire whether nine or ten is too early an age at which to begin giving their children sex information, that if they do not hurry, their children will be able to teach *them*. Youngsters learn from each other. A mother once wrote Sidonie Gruenberg, author of *The Wonderful Story of How You Were Born*, that when her husband brought up the subject with their son, the boy said, "Aw, Dad, I know all about that stuff. We all talk about it, me and the older kids." This family's experience is confirmed by a number of studies revealing that boys often get most of their information about sex from other boys.

Knowing that as children grow older they are less likely to confide in their parents, especially on a subject that has never been broached before, we may profitably inquire just what we can do when our child is silent about sex.

Look inward, parent

First of all, we need to clarify our own attitudes and feelings. Some of us may be so reluctant to talk about

Silence isn't golden
when a major
area of human
experience is involved.

Here are ways to
get your child's
unspoken
questions into the
open, where they
can be answered.

this highly personal subject that we are glad when our children do not ask too many questions. Or perhaps we may feel somewhat inadequate. Answering children's questions takes time and thought, and it can be embarrassing if they ask about things we do not ourselves understand or would rather not discuss with them. Why this fear that our children's estimation of us will suffer drastically if they discover we do not know all about everything? What is there about sex that makes it a distasteful subject to us? These are questions of attitude that we ourselves need to answer, because they may have much to do with our child's silence about sex.

Still other parents may wonder, as Kate and Jim did, what they could have done wrong, or may blame themselves severely. Now genuine concern is of course a good thing, but anxious brooding and guilt feelings are far from healthy. It is quite unfair to suppose that everything that is not just right in a home is due to parents' ignorance or mismanagement.

Since this is not only a time for reexamination of attitudes but also a time for action, what we do will partly depend on what we believe about the role of sex in human life. It will reflect, too, some rather powerful group opinions and expectations. Today, for example, it is a widely held belief that the sex education of children is the primary responsibility of parents. Either we accept this responsibility or we don't. If we do, we will want to carry it through, whether our children bring up the subject or not.

If we accept sex as an important human function, we are likely to be eager for our children to understand and treasure this endowment of theirs just as much as they do other remarkable human attributes and capacities. If, on the other hand, we feel that sex is something less than decent, perhaps even immoral or sinful, conflict is bound to arise, and our best efforts will not get us very far until we resolve it. To do so we may require outside help.

Let us suppose that you are a parent with a positive, accepting attitude toward sex. Let us also suppose that you have a preschool youngster who hasn't yet asked where babies come from or posed any of the other questions that so often pop into children's minds as their world expands. What opportunities can you provide for bringing those questions to light?

It goes without saying that your approach will depend on the child himself, his personality and his in-

**An article in the
1961-62 study
program on the
preschool child.**

terests. Some children seem less curious than others. They need to be stimulated to wonder about things—to inquire about the people, sights, and sounds that fill their everyday lives. Sometimes children want to be assured that it is all right to explore and investigate. Perhaps too they need to learn from us that we welcome their questions on any subject, that their inquisitiveness can lead them where it may—without barriers or taboos or the hurried, sharp retorts that often cut off communication.

Sometimes, we must admit, we find it almost impossible not to smile or laugh outright, even though we know that there is nothing like ridicule to stifle a child's spontaneity. But we must be prepared to accept respectfully, even seriously, such queries as "How old was I when you and Daddy were married?" "Why wasn't I at your wedding?" "Why didn't I grow in Daddy's stomach?" or "When I grow up, can I marry you?" Answering the big-eyed youngster, giving him no more information than he can accept, calls for a high order of skill and imagination. And nobody can give you a ready-made reply for a question that catches you off guard, like "Does it hurt to have a baby?"

We have one thing to help us: the strong interest of even very young children, nowadays, in science. Satellites, jets, rockets, space research—all these are TV fare and school assignments, and all help to shape children's thinking along scientific lines. If we take account of each youngster's prevailing interest in some phase of science, simple though it may be, we may be able to encourage a flow, even a flood, of questions. And when the questions enter the field of sex, we can use much the same casual, informative tone that we use when discussing rocket launchings or possible life on planets. We will be just as careful, too, to key our information to the child's level of understanding and, still more important, of interest.

The art of conversation

Parents of some young children may feel it wiser to bring up the thus-far-mentioned subject themselves. As in all sex education the underlying idea is not so much to talk to the child as to get the child himself to talk. The parent's task is to follow the youngster's thoughts as he gradually reveals the puzzling queries he has perhaps not yet put into words.

Select a time when he is not absorbed in his own concerns and plans and when your questions will seem wholly suitable. If your little girl is watching you bathe her six-month-old brother, what would seem more natural than to say something about the differences between boys and girls? You might ask, "What are all the ways that boys and girls are different from each other?" Probably the child will start with a catalogue of clothes or hair styles, but gradually other differences can be introduced.

Again, the question "Have you ever wondered where babies come from?" can be brought up appropriately when—or shortly after—children have been "playing house." At least three basic ingredients are present in nearly every version of this time-honored game: a mommy, a daddy, and a baby. It's a simple matter, then, to use the events of the game as a way of getting the children to talk a bit about parenthood and family life.

Another opportunity is offered by the observation of nature. The "birds and bees" approach can often stimulate discussion, but we must be wary of assuming that children who learn about the bee's role in plant pollination will automatically draw the correct conclusions about human reproduction. A relatively direct approach is best in most cases. Certainly before a child enters school he is ready for correct information about anatomical differences between boys and girls and about the origin of babies.

This information-giving should be a piecemeal process that goes on, bit by bit and step by step, during the preschool years. For sex education cannot be dismissed with a single session. We must be prepared to come back to the subject periodically, to review what the child has learned already (both from us and from others), and to delve more deeply into the story as his age and interests grow.

Frequently even a highly intelligent youngster astonishes his parents by repeating, at intervals, a question that

they thought had already been answered to his satisfaction. It's all part of each child's effort to relate what he learns to what he already knows. Sometimes he can't quite get all of it in at one time; possibly it doesn't fit with some of his imaginings, so he must, later on, try again.

This leads to a word of caution: Children who have not asked about sex may be disinclined to talk about it, even when you bring up the subject. To force too much information on them all at once may upset them. So for the first time you may wish to content yourself with showing that this is a legitimate subject to talk about—an important and necessary step.

Books can be bait

Useful springboards to conversation about sex are the many excellent children's books on the wonders of the human body. These can be purchased, or borrowed from the public library, and read to the child if he isn't able to read them himself. As Sidonie Gruenberg reminds us, "The book is never a substitute for the parent" because it doesn't allow the child to "get things off his chest." But for the silent child a book may spare him the effort of making inquiries that may come hard.

The mother of a preschool child, a precocious reader, left a copy of *The Wonderful Story of Why You Were Born* on the coffee table. Thus far the youngster had shown little interest in sex, and she hoped he would pick it up and at least browse through it. Several days went by, with no evidence that the boy had ever noticed the book. Then one day came a question which left no doubt that he had, so to speak, taken the bait: "Mommy, do you have any seeds in you?" As she listened to the rather unexpected query, the mother knew that from now on her youngster had broken the sound barrier and would no longer be silent about sex.

► Armin Grams is associate professor in the Institute of Child Development at the University of Minnesota and head of the Institute's parent education program. The Grams' have four children. Up to now, Dr. Grams reports, the two youngsters under six have been fairly silent about sex.



WHAT'S HAPPENING

IN



Education?

• *Is there any general agreement on methods of teaching reading in the elementary schools?* —Mrs. J. A.

WILLIAM D. BOUTWELL

Yes, except on the subject of early use of the phonic method. We know much about current practices in the teaching of reading from a nation-wide sampling study made by the Bureau of Applied Social Research of Columbia University. Here are some of the findings:

While one teacher in five "taught the rules for sounding letters and letter combinations," typically these teachers (25 per cent) turned to that method in grades two and three.

Two of every three teachers taught the sounds "as they appear in words in children's reading, but arranged to cover all the major rules of sounding."

Practically all the teachers used basal reading series (*Dick and Jane* and the like) in grades one and two. Yet they didn't wish to depend on one series of books. Four of every five deemed a second and even third basic reading series of considerable importance. The tendency of today's teacher to go beyond the basal reader for classroom reading resources showed up in answers to other questions. Three fourths said that a school library or a classroom library was "essential" or "very important." Of equal importance, they said, was "high-interest reading material for retarded readers."

Teachers not only want an abundance of books in their classrooms; they *have* books. Half of the teachers reporting said they had forty or more books in their classroom libraries. Many use book clubs and classroom magazines as tools in their reading programs.

What about the newer electronic aids? Are these being used? About 90 per cent of the teachers were not using reading machines to improve speed or train eye movements or using school television programs related to reading. About 50 per cent found films or filmstrips helpful in reading instruction, and a larger proportion used these aids for "enrichment."

Reading certainly takes the spotlight, as it should, in grades one, two, and three. More than half the teachers devote sixty-five to one hundred minutes a day, five days a week, to teaching reading. In the

fourth grade the demands of other subjects make their claims, and time devoted to reading skills drops to from thirty to sixty minutes a day.

Are teachers prepared to teach reading? The answers give reassurance. Three of every four elementary school teachers have taken courses in these four subjects: the teaching of reading; language arts, including reading and related subjects; teaching methods, including reading; and children's literature. About one third have taken courses in remedial reading.

So much for where we are in the teaching of reading. Nothing ever stays still. When the teachers were asked, "Since you first started teaching, have there been any major changes in your methods of teaching reading?" the responses varied widely. Nearly 20 per cent said there was pressure for more use of phonics. However, more than 10 per cent said there had been a shift to individualized instruction, with less dependence on basal readers and more emphasis on the child's needs. In grades four and up they reported more attention to ability grouping, more library work, and wider use of supplementary readers.

One factor hasn't changed very much: the burden of large classes. Fifty per cent of the teachers reported classes of thirty pupils or more. In grades two and three one of every five teachers was expected to teach reading to a class of thirty-six pupils or more.

• *How does the British experience with television compare with ours, especially in regard to its influence on children?* —D. H. S.

Parents and teachers in Britain worry about the spell the "telly," as they call it, casts on children as much as do their American cousins. British television probably offers more for children. Everyone must choose between two channels: the publicly controlled, nonadvertising BBC and the commercial ITV (with commercials sharply controlled).

In the early years of TV the Nuffield Foundation

financed a series of studies of its effect on children. Conclusions by the survey team grew out of a study of nearly two thousand matched pairs of children-viewers and control groups (nonviewers) in five cities. The questions asked by the team will sound familiar to every parent:

What kind of program do children like best? Three quarters of the votes for the most favored program went to adult programs, particularly crime thrillers and, to a lesser extent, comedies, variety programs, and family serials. Westerns were much favored by the young children.

What frightens children on television? Westerns tend to frighten only the very young or the insecure. It is likely that the majority of children seven years of age and older can enjoy them without fear. Many children were frightened by incidents in horror programs, space fiction, and even such dramatizations as *Jane Eyre*.

How does television affect children's schoolwork? On the whole, viewers more or less held their own with classmates of similar age, sex, social class, and intelligence, but the brighter children tended to fall a little behind.

Are children's lives dominated by television? This proved true in only a minority of cases—just as only a minority of children are obsessed with motion pictures or radio. The ten-to-eleven-year-old was more attached to television than the adolescent and, within each age group, the child of below average intelligence more than the bright child.

What is the effect of television on reading and skill in reading? During the early period of television the proportion of books to comic books read by children decreased. But as children got used to TV they gradually went back to books. After a few years the viewers were once again reading as many books as were the control groups, and the duller children had even increased their book reading. Ultimately, then, television seems to encourage the reading of books rather than comic books. (This agrees with the American experience. Sales of comic books are down. With many children it is "see the TV show, then read the book.") Duller children actually come to read more than do their control-group counterparts.

Does television cause conflicts in the family? Conflicts about television do occur, especially over bed-times, mealtimes, and the banning of certain programs. But in many cases the conflict is due only indirectly to television. It may arise from poor parent-child relations; from the parents' unwise handling of problems brought up by TV (failure, for instance, to understand the child's absorption in what he views); or from emotional disturbances within the child. All of which means that TV does not create conflicts, though it may precipitate them.

SOS *for* ETV

EDUCATIONAL TELEVISION should reach into every community of every state in our nation. Indeed it is of such importance that we cannot afford to ignore any possibility for its expansion, nor can we afford to ignore any threat to its effectiveness.

Two recent decisions of the Federal Communications Commission have given rise to great concern. The Commission refused to allocate VHF (very high frequency) stations to educational television in Rochester, New York, and Johnstown, Pennsylvania, allocating them instead to commercial stations. Yet both these communities are already served by two commercial stations.

Furthermore, the FCC has proposed that an additional commercial VHF channel be assigned to eight cities by reducing the usual required minimum separation distance between stations. But the Commission has indicated that no VHF assignments at short mileage separation are contemplated for educational television. To limit ETV assignments to the UHF (ultra-high frequency) band in VHF areas is to limit the potentialities of educational television to its use in the classroom. Even there its use is handicapped. To receive programs on UHF channels viewers must purchase special converters for their television sets. Surely all-educational television stations should have a fair chance to gain audiences in both schools and colleges and among citizens generally.

THE JOINT COUNCIL on Educational Broadcasting, with a membership representing eight professional educational groups, is appealing this recent ruling of the FCC. Such vigilance should be encouraged, but we must do more. There are areas in some states where already-allocated channels have been lost to educational TV because of people's inertia and lack of interest. This *must* not happen in the allocating of VHF channels.

If we who are deeply interested in education want an ETV system covering the United States we can have it. But we will never get it if we sit idly by and allow our prime potential—unallocated VHF channels—to be siphoned off for commercial use.

—MARY SKELTON

*Chairman, Committee on Audio-Visual Services
National Congress of Parents and Teachers*



CHRISTMAS EVE

Old Style

How will your family spend Christmas Eve? Each household has its own traditions, which grow more hallowed with the years. Here a mother tells what it means to one family to be at home together on the night before Christmas.

CAROL THAUVERTE

TO A great many people part of the joy of Christmas Eve is opening gifts in the family circle. To our three-generation family it means a great deal more. For that is the time when all of us take our annual "peek into the past"—looking back not only to our childhood but to days as recent as last summer.

On Christmas Eve we gather at the grandparents' home. An odor of anise permeates the house, bringing back memories of other Christmases. Everywhere we are greeted by treasures we see only at this time of year—the old-fashioned wooden doll, the bright crimson glass apple, the metal horn, made before plastic was known. Animal crackers hang from the Christmas tree as usual, some tied to the lower branches for Jeremiah, the cat, to keep him from climbing up the tree.

Always eagerly anticipated is the first event of the evening. A sheet is hung in the doorway for shadow pictures. All year we have been scanning magazines for pictures suggesting activities of different members

of the family. These we have cut out for silhouettes—teen-age Bev diving from the pier at the summer cottage, young Bob surfboarding, Joan riding her bike with her dog following. The figures are pinned to the back of the sheet, and the room is darkened. Someone stands behind the sheet, moving a bright lamp bulb up, down, and around to make the figures appear to move. (Arms and legs, we have found, give a more realistic motion if bent slightly.) We always have a silhouette of Dad fishing, and a fish on the end of a line makes one of our funniest shadow pictures. Bill is serving a tennis ball to a school chum. Ted is pictured making many-layered sandwiches, and Rose and John are carrying baskets to the picnic table. And who could that be in the corner grilling a steak? Yes, it's Don.

All this is done to a piano accompaniment, with a narrator to tell whom the figures represent. Well recalled by the younger boys is the summer afternoon when their baseball went through the neighbor's

window. So the narrator directs our attention to the figures of two small boys walking along carrying a large pane of glass for repairs. (This time the narrator has her little joke. The lights go out suddenly, and a loud crash takes place behind the sheet.)

Every one of us has a share in gathering these silhouettes, each more amusing than the other. One year we tried colored slides, but the attempt failed miserably. Our youngsters had become fond of the shadow pictures and didn't want a substitute. "We can see slides any time," they said.

Next we play a series of old-time group games—charades, riddles, proverbs. Frequently we conduct a short spelldown. Then Grandma declares that "a little practice in enunciating will do us all good," so we try out some hilarious tongue twisters used in bygone classrooms, such as "Around the rough and rugged rock the ragged rascal ran" or "Say, should such a shapely sash shabby stitches show?" or perhaps "Peter placed a pewter platter on a pile of plates. Where's the pretty pewter platter Peter placed the pie upon?"

The third event of the evening is another of Grandma's innovations, a family comb orchestra. Each person is given a small new comb and a piece of tissue paper to cover it. Someone plays nostalgic old songs on the piano, and the rest of us hum and buzz along in harmony on the combs. This leads naturally to playing and singing all the Christmas carols we know. If one of the children has learned a new carol in school recently, he may be a soloist.

Finally it is time to unwrap the gifts. Two elements are lacking in our gifts to one another—high cost and lavish wrappings. Each of us has come to look forward with particular delight to receiving a familiar but long-forgotten item from one of the senior members. Last year I was given my first baby shoes, brown strapped with buttons, saved by my sentimental mother. One year I was amazed and thrilled to receive my baby locket, dented with tiny teeth marks. Packed carefully in the same box were the doll dishes I played with as a child.

Books have always played a major part in our family life. A year ago one of the great family

treasures was passed on to me—a book containing an original manuscript of hymns by Paul Gerhardt, the famed German religious poet of the seventeenth century. The entire manuscript was written with a goose quill and bound in pigskin.

Some of the items saved for years in the grandparents' attic provide great amusement. Take, for example, the beautifully wrapped package Hilda opened last Christmas Eve. It contained an old lacy valentine she had received many years before from a redheaded beau in the fourth grade. An envelope addressed to Jim contained his third-grade report card, showing an A in penmanship. A busy executive today, Jim wonders what happened to his handwriting over the years.

After all this excitement we are ready for a light snack. On the dining-room table we find delicious Christmas bread made from a hundred-year-old family recipe, baked ham, cheese, and a variety of homemade Christmas cookies. And we note that the old cut-glass knife rest is again in its place beside the platter of ham. Atop a pile of Christmas napkins is another indispensable piece of decoration, the heavy, old-fashioned glass globe paperweight with a white striped lily inside.

Then all too soon it's time to sing "Silent Night" together and depart for our own homes, thankful that the family has been able to keep its pleasant tradition alive another year.

Our teen-agers, whose holidays are full of parties, never let their dates interfere with this annual family festivity—the one they seem to enjoy most. We feel that our tradition has perhaps done more than anything else to hold the family together. And we believe that in these times of tension this simple, old-fashioned observance of Christmas Eve will help other families, as it has helped ours, to sense and share the true meaning of the Christmas season.

When Carol Thauvette's younger son, Bill, entered college this fall, his mother rounded out eighteen active years in the P.T.A.'s of Lakewood, Ohio. Her extracurricular projects are playing the piano and the organ, in addition to free-lance writing.

The most important thing in any relationship is not what you get but what you give. It does not hurt to worship at a shrine which is quite unconscious, for out of it may grow an inner development in yourself and sometimes a relationship of real value. In any case the giving of love is an education in itself.

—Eleanor Roosevelt

Our life and times

Consumers' Report

Brides of the twenty-first century may install computers along with washers and driers and electric dishwashers, says a New York industrial design organization currently doing research for exhibits in Seattle's Century 21 Exposition (April 1962). The home computer would choose menus; schedule household chores; locate missing members of the family; and remind them of dental appointments. Models or films of the computers will be shown at the Seattle fair. How will the housewife of the future use all her extra time creatively? So far no computer has been able to answer that one.

Material and Methods

The Modern Language Association is cooperating with Teaching Film Custodians to launch an urgently needed series of motion pictures dealing with modern language teaching. The films will instruct teachers in applying the findings of linguistic science to the teaching of a second language. Now in production are *The Nature of Language and How It Is Learned*, *The Sounds of Language*, *The Organization of Language*, and *Modern Techniques in Language Teaching*.

Within the Law

A child may commit a crime without knowing it and carry the stigma all his life. For instance, a boy or girl may secretly "borrow" a neighbor's car, illegally enter a house to play a trick on somebody, or turn in a false fire alarm.

To prevent this kind of thing by acquainting children with the law, the Westchester County, New York, Citizens Committee of the National Council on Crime and Delinquency has set up a program, now in effect in several high schools. The committee distributes a teacher's guide and also a booklet for students, *You and the Law*. The material it contains—including anecdotes about teen-agers unwittingly breaking the law—has had a "tremendous impact" on students, school administrators report. Perhaps for the first time, many young people have come to realize the seriousness of incidents they had thought of as mere pranks.

Woman Is Not Changeable

Women are more predictable than men—at least sometimes and in some ways. That's the research-backed statement of Harold Seashore, of the Psychological Corporation, New York. His studies have shown that aptitude tests commonly used in schools to predict academic performance do better in predicting grades of high school girls than those of high school boys. The same trend is evident at the freshman college level. Dr. Seashore speculates that one reason may be that women are more conforming, men more creative in intellectual pursuits outside the classroom.

Catching Up with Junior

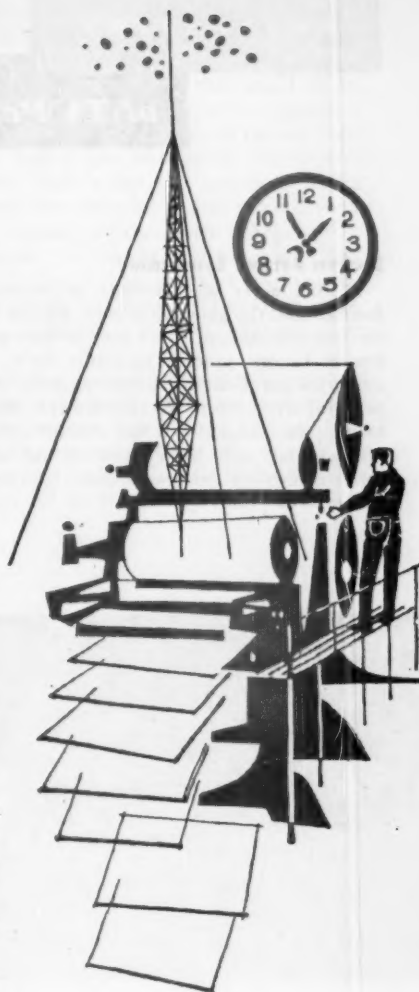
When Junior asks for help with his math homework, Dad and Mom are likely to be stumped these days, so much has the mathematics course in many schools changed since parents scratched their heads over algebra and geometry. The new approach tries to give students an understanding of mathematical theory as well as teaching them "how-to" techniques. But parents in Arlington, Virginia, are no longer afraid to show their faces around the edge of a new-fangled math book. They're enrolling in an adult course called "A Parent's Introduction to Modern Mathematics," based on the textbook used in the Arlington junior high schools and given by Arlington's adult education department.

Peace, It's Wonderful

All he wants for Christmas is an ivory tower—or at least this is the traditional desire of the true intellectual. Now some of the world's scholars are going to get their wish, thanks to a Danish industrialist, Axel Faber. He is persuading wealthy persons to donate homes in quiet, sequestered spots, where Nobel Prize winners and other scholars may go to rest and to escape the pressures of fame. Already available are a large house in Acapulco, a castle in Vienna, and homes in Brazil and Japan. Mr. Faber hopes to acquire similar refuges in London, Paris, and New York.

Money Matters

Nearly half of American teen-agers save a part of their allowances or earnings, according to a study conducted by the Youth Research Institute for the American Bankers Association. But young people save less as they grow older. The percentage of savers decreases from 56.9 in the 13- to 14-year-old group to 41.9 among the 17- and 18-year-olds. Some 82.2 per cent of the young people lay aside less than \$6.00 a month; about 11 per cent save \$10.00 or more. Most save for a reason—41.9 per cent to buy something soon, 23.2 per cent for education, and 18.4 per cent for security. Of the 51.4 per cent who were not savers, 39.9 per cent said they had no definite allowance or had no money left over. Some said they didn't save because "you're only young once."



EVALUATION

of TV Programs

Broken Arrow. Syndicated.

History never saw anything so chivalrous as the good Indians and the good white men who in this series oppose the only-too-authentic bad men of both races. If not a lesson in history (and it decidedly isn't), it's a lesson in modern ideas about intergroup cooperation, understanding, peaceful coexistence. No violence is visible—whatever may take place offstage—and the attitudinizing of the noble savages may well make some young hearts swell with childish idealism. Such a program is as harmless and hazy as a pipe of peace.

viewer begins by reciting a string of questions, while the authorities, almost completely ignored, sit staring at you as if bound and gagged. Then the interviewer turns to one of the celebrities and cross-examines him at length. The other celebrity continues to sit and stare. In the fullness of time the guests change roles, Number 2 answering and Number 1 staring. It's stiff and uncomfortable even to viewers, and it must be much more so to the distinguished participants.

Like the title, the program seems an awkward attempt to merge a news interview with a debate. It fails, first because of the lifeless rigidity of the format and second because the guests so often agree on all the issues that there is no room for controversy. Why not dispense with the interviewer altogether? He could go off somewhere and stare at somebody himself. Left to their own devices, the statesmen might raise, if not an issue, then their blood pressures or their voices or anyway their eyebrows. We'd rather watch a little fur fly than listen to the whirring of a couple of electronic computers.

Hazel. NBC.

Hazel began this widely advertised series with a bang as she turned herself into what was practically a one-person

TIME OUT FOR

Telev

Garry Moore. CBS.

Are you torn by TV tension? Shocked by shotguns? Sated with sensation? Muddled with murder mysteries? Try the laughter treatment with Garry Moore. Here's a program that is amusing and doesn't try to be anything else. Clowns and comics, both male and female, demonstrate that even slapstick can be fun when it is imaginative and fresh. The songs are often gustily humorous. There is no obvious straining for laughs or sensation, as on so many variety shows—a sure sign of that meticulous planning which lies at the core of true showmanship. Garry, like the show, is affable, inoffensive, and droll. A good place to park your tensions, wiggle your toes, and forget all those jobs that will still be there in the morning.

Issues and Answers. ABC.

What can the title mean? Issues involve debate; answers come from questions. These are two different things, ABC.

The awkwardness of the title continues into the program. There are an interviewer and two "authorities," usually persons prominent in public affairs. The inter-

P.T.A. and got the community behind her to start a much-needed playground. It's a delight to watch Shirley Booth any time in any role, and she's wonderful and we love her. But surely even in the days when there were housekeepers like Hazel, who said "ain't" like Hazel and pressed their life's savings on their employers in time of need like Hazel (remember that scene in all the novels of about 1912?)—these paragons *couldn't* have possessed the dignity, the serenity, the deep-down ladylike quality of Hazel's every look and gesture. Too clearly Shirley Booth is just masquerading as a maid. When All Fools' Night is over, the real maid and the butler will don their uniforms again and Hazel will go back to being mistress of the mansion. To tell the truth, the TV screen just isn't big enough for Shirley.

Captain Grief. Syndicated.

Shenanigans on and off a schooner in the South Seas, centering around opium smugglers and buried treasure and swindling schemes and the sudden reform of good-looking beachcombers. There isn't a great deal of physical violence; some programs are studies-in-depth of how to

make people suffer psychologically. The plots are just as silly here as on similar shows, but the sea air brings with it a certain freshness, and now and then there's a sailing ship to look at as her spread sails take the wind. Probably there isn't too much real danger when your school-age youngster comes to Grief.

The Pioneers. Syndicated.

A sort of pious western with not much shooting but enough fist fighting to make up. The story line is not limited to the conventional good-man-bad-man contest but includes plots with a certain freshness, such as the one about the girl who falls in love with the ugliest man in Nevada. It's a bit out of the usual western rut, and on the whole it will bear watching, though not much.

On Your Mark. ABC.

An elaborate contest show that purports to plumb the mental abilities of bright children. The object is to see how well the children are suited to the ambitious careers they have chosen. The little tests in such things as concentration, control, and quick thinking are ingenious, but for the most part they don't really test anything. Their re-

Hawkeye. Syndicated.

Hawkeye gets its names, but little else, from James Fenimore Cooper's *The Last of the Mohicans*. It seems to be a well-meaning show. It beats the drum against anti-Indian prejudice, and this is a drum that ought to be beaten. But when a western town is prejudiced against a doctor because he is an Indian and almost lynches him, and then this same Indian uses his medical skill to save the life of the mob leader's son and everybody has a change of heart, you feel the plot is just too contrived to accomplish any useful purpose. Such imaginings do not the slightest good for all the Indians who either aren't doctors or else don't have a chance to save the lives of relatives of people who have tried to lynch them. Prejudice can be combated only with weapons from reality.

This series seems rather worse than the usual ridiculous TV adventure stories because it's a debasement of a great book. As such it joins *Ivanhoe*, *Robin Hood*, *William Tell*, and other memorable works that thousands of children may leave forever unread because they wrongly imagine they've seen these classics on television.

A FAMILY GUIDE FOR BETTER VIEWING

vision



sults are further invalidated by the competitors' being of widely different ages. We hope that these shortcomings are fully recognized by the children, and that the losers as well as the winners will continue undiscouraged on their way to becoming anthropologists and paleontologists and rocketeers just as they've planned.

TV viewers will not be surprised to learn that the winners in these ingenious games are rewarded by heaps of fantastically expensive prizes. It's a pity for them to be introduced so early to adult joys such as self-indulgence and satiety. These rather special children would probably be just as happy if they got a box of candy corn in recognition of their skills.

The best moment so far in *On Your Mark* came after a nine-year-old contestant said he wanted to go to the moon because he hoped to study *algae* there. The not-too-well-briefed master of ceremonies, after getting the child to repeat this statement twice, replied, "Well, you may be right. The creatures on the moon may get sick with *allergies* just as earth people do."

On a quiz program it isn't only the contestants who need to be on their mark.

Deputy. NBC.

This is a typical western that has some above-average acting wasted on it. We're thinking especially of Henry Fonda, who must find the show as boring as we do.

Douglas Edwards and the News. CBS.

A brisk, fifteen-minute roundup of the day's events around the globe, including sports and stock market ups and downs. Dead-pan, dead-earnest Douglas Edwards presides, dealing out some items himself, calling on other (and livelier) CBS correspondents for on-the-spot coverage of others. Sometimes we view the scene of the news. Sometimes we see and hear the persons involved. Sometimes the frequent shifts of place are irrelevant or are more distracting than illuminating. A rapid reader may find a quarter hour spent with a first-rate newspaper more rewarding, but this commendable newscast selects news far more discriminatingly than many shallow sheets that specialize in sensational "human interest" stories. The too brief reporting is cut into by three commercials. This makes payment for the day's budget of news come high.

Bright Prospect

The Diary of a Debutante. NBC.

The Vanishing Four Hundred. NBC.

Of these two documentaries dealing with "high" society, the former is tentatively promised for January and the latter has not yet been scheduled.

The Valiant Years. ABC.

The Winston Churchill series that was so popular last year is to be repeated beginning January 7.

The Age of Kings. BBC.

A collection of the historical plays of William Shakespeare, chronicling the rise and fall of seven English kings. The series was produced by the British Broadcasting Company, and is one of the greatest of its productions. It is available to educational TV stations in the United States. Washington, New York, and Chicago have seen it or are seeing it now. Get busy on your educational station today so that your town will not miss one of the finest dramatic productions of the year, perhaps of the century.

H.M.S. Pinafore. NBC.

Tyrone Guthrie's version of the captivating Gilbert and Sullivan opera was televised at the Stratford (Ontario) Theatre Festival last year by the Canadian Broadcasting Corporation in association with Contemporary Productions, Inc., of Canada. Your local station can get it on tape.

Update. NBC.

A Saturday teen-age news program developed in consultation with the National Education Association and the National Council for the Social Studies. The program is intended to appeal to adults as well as young people.

SCREENING THE FASHIONS

TV fashions in clothes may be glamorous, but they're usually on the conservative side. Most women viewers want to identify themselves with the characters on the screen. And most women viewers are conservative. So, says a representative of the industry, "we end up giving them their own fashion reflection, which is a few seasons behind the latest trends."

COUNT THEM ONE BY ONE

Among the many blessings we owe to television we can now count a boom in sheep, according to the American Humane Association. Last June sheep accounted for 48 per cent of the 2,456 animals that were seen in films for TV and motion pictures. Now we know what puts us to sleep so often in front of the TV screen.

ARE YOU THE TV TYPE?

The typical TV viewer is a housewife, not employed, between thirty-four and forty-four, educated through high school. Her family's income is between \$5,000 and \$7,500 a year. So says NBC after conducting an audience composition study. More women than any other group watch all programs except sports programs. Children watch everything on TV, even documentaries, news, and interview shows. (Remember that, NBC.) People seem to outgrow this infantile propensity, however; teen-agers watch less than any other group.

Sentence Summaries

FOR COMPLETE REVIEWS, SEE THE ISSUE INDICATED

Asphalt Jungle. ABC. A brutal show with some excellent acting in it. September.

Candid Camera. CBS. A series that can stand on its own firm tripod has no need to scream for a celebrity, and convert an amusing visual stunt into commonplace TV chitchat. June.

Expedition. ABC. Though necessarily superficial, this show makes the viewer a little more keenly aware of the wondrous complexity and vast resources of our world. October.

Face the Nation. CBS. A civilized program for civilized people who like combat confined to the intellectual arena. June.

G-E College Bowl. CBS. It is not enough if our youth give us back complacently the answers we taught them in our own complacency. Where's the *College Bowl* whose participants will really bowl us over? October.

Harrigan & Son. ABC. For sound information on the legal profession, go elsewhere. For entertainment, you'll find the law firm of Harrigan & Son notches above the TV average. June.

Honeymooners. Syndicated. If some of the domestic comedies make us wonder, "Is this gracious living?" *Honeymooners* raises the question, "Is this living? Gracious!" October.

The Islanders. ABC. Exotic? We find it merely exhausting. June.

Medic. Syndicated. Far better that a child take the heroic doctor as a model than that he turn to some sadistic western and hitch his wagon to a shooting star. October.

Mr. Wizard. NBC. Outstanding both as an introduction to science and as a demonstration of how to teach. October.

The Nation's Future. NBC. In this all too short half hour, we've been dazzled by debates that range from sparkling to fiery (not to mention a few duds). September.

Outlaws. NBC. Some luckless youngsters sit enthralled before the fatal box half hour after brutalized half hour, reveling in the cruelty and corruption of this and similar shows and learning the Great Untruth. September.

Pip the Piper. NBC. Small children are delighted with the droll clowning, the funny songs and dances, and the simple games. A show as rollicking as its title—but what hard-hearted NBC official can be responsible for those ads? June.

Police shows in general. See *Outlaws*, September.

The Queen Is in the Kitchen. All networks. We made the title up, because it didn't seem fair to pin this evaluation on an individual domestic farce. Such silly stuff could only have been conceived by writers with a thoroughgoing contempt for the American home and family. October.

Rebel. ABC. At least amateur missionary work is better than mass murder. You may find this series is even more relaxing than the usual barrage of shotgun shells. October.

Riverboat. Syndicated. Last year we were delighted to find that NBC had dropped this cargo overboard into the muddy waters where it belongs. What ghoulish aquanauts can have had the stomach to dredge it up again? October.

Rocky and His Friends. ABC. Like the announcer, we can sincerely express our gratitude to all the people, real and imaginary, who "make this show impossible." We only wish these helpful individuals would do the same for the commercials. June.

Silents Please. ABC. The chief reason they please is the intelligent commentary. September.

Victory at Sea. NBC. History conscientiously recorded and faithfully interpreted. September.

Westerns in general. See *Outlaws*, September.

William Tell. Syndicated. No theme, however sublime, can save plots that are ridiculous. September.

GOOD NEWS FOR VIEWERS

Last year's "Sentence Summaries" (September 1960 through June 1961) are once more available. They can be ordered in any quantity for five cents apiece. Also available at the same price is a dwindling supply of "Sentence Summaries" for 1959-60.

ACUUTE INFECTIOUS HEPATITIS (or "yellow jaundice," as it is popularly known) appears to be increasing, and more rapidly than ever in recent months. During the first seven months of 1961 doctors reported more than 32,000 cases of the disease, over 100 per cent above the number reported for the whole of 1960. Quite recently—and most fortunately—important discoveries have been made regarding hepatitis. Because children and young adults are more susceptible than older persons to infection with the virus causing this contagious disease, parents will want to learn something about it.

The infection appears in waves, usually originating in places where young persons gather—schools and other institutions, for instance. The number of new cases will probably continue to increase for several more years, until many more persons become immune. The fact that few older people contract infectious hepatitis probably means that they are immune to it. No doubt they had the infection years ago and hence possess antibodies that protect them against the virus.

The disease defined

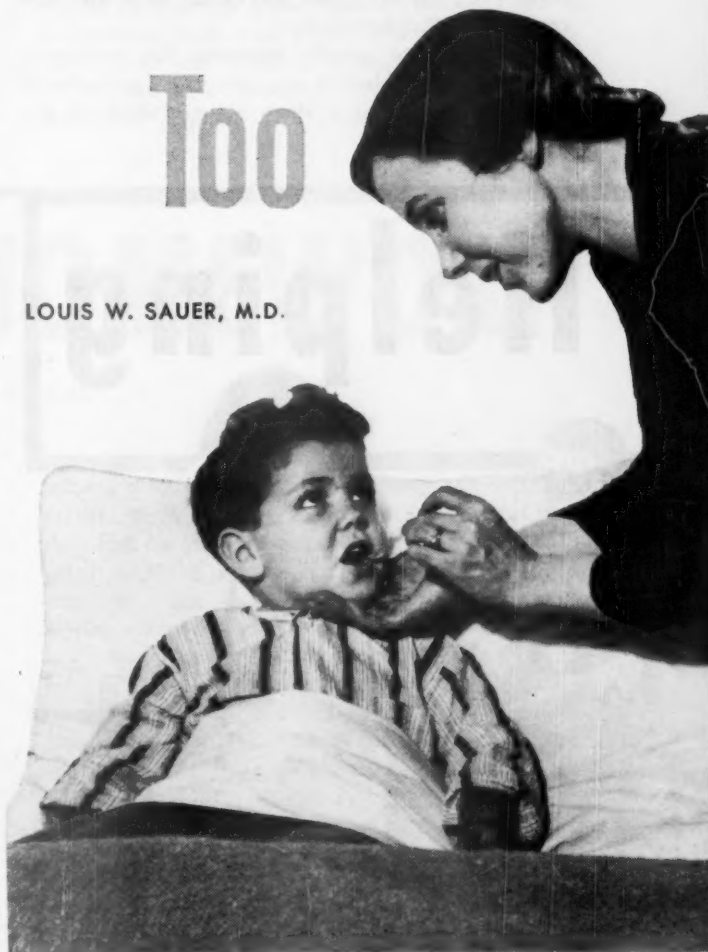
Infectious hepatitis is an acute contagious disease caused by a specific virus to which, as far as we now know, only man is susceptible. It may appear in one individual (sporadic) or in a small group (endemic). Only when it involves a large locality can it be called epidemic. Frequently it breaks out among groups in a day nursery, school, orphanage, training school, or camp.

Probably the live virus is most often transmitted from person to person. (No animal is known to harbor or carry the disease.) Infection may occur through direct contact, as when a patient's fingers touch a susceptible individual; through contamination, as when contaminated fingers touch food, such as milk, water, or solid foods soon to be consumed; or through transfer of the virus to lips or eating utensils, such as a cup, spoon, or fork. Toilet facilities may also be a source of infection. A "carrier" may have recovered from the jaundice, yet continue for some weeks to excrete the virus. This last is the basic means of disseminating the disease. To complicate the problem further, many people have hepatitis without ever showing the characteristic yellow color in skin or eyes.

After the virus is swallowed, it must survive the antiseptic action of gastric juice and acid, and pass alive into the intestine. From that organ it must gain entrance into the blood stream and then enter the liver. Here it stays for weeks, multiplying rapidly. It causes inflammation of the liver and swelling of the gall-bladder wall and of the bile ducts. Thus the bile is prevented from passing normally into the intestine and is forced into the blood stream. From there it passes through the kidneys into the

Children Can Get HEPATITIS, Too

LOUIS W. SAUER, M.D.



© Elisabeth Hibbs

urine. As a result the skin and eyeballs assume a lemon or canary-yellow color, and the urine becomes deep brown. The interval between the swallowing of the virus and the appearance of symptoms, known as the incubation period, varies from two to six or more weeks.

How it runs its course

The earliest signs and symptoms are chills, fever, fatigue, lack of appetite, headache, vomiting, and diarrhea. Before long the liver increases in size. When pressure is applied to the right upper abdominal region near the liver, the infected person first feels discomfort, then a dull pain. Within a week or so the fever subsides, and the telltale yellow discoloration of skin and eyes—jaundice—sets in. Usually it becomes gradually more intense for a few weeks before it slowly recedes. When periodic tests of liver function and urine cannot be made, the amount of yellow coloring is a crude index to the severity of the malady. In more serious cases, the feces are clay colored and the urine dark for weeks.

Infectious hepatitis usually lasts quite a long time, and complications of one kind or another often occur. The disease leaves the victim weak and susceptible to other infections.

There are no specific measures for treatment. However, rest in bed is very important and should be continued as long as there is any evidence of the

disease. The patient should be given frequent small meals high in proteins and rich in carbohydrates. Skimmed milk, lean meats, fresh fruits, and cereals agree with hepatitis patients better than fatty foods do.

Children may not need the long convalescence required for adults. But in any case before normal activity is allowed, liver function and urine tests should approach normal values. Eventually almost all young patients recover completely, especially those who were previously in good health. Relapses do occur—in about 10 per cent of the cases—and may be due to the resuming of normal activity too soon, to another infection, improper diet, or the wrong management.

One recent discovery is that many infants and children up to the age of three and even older can have the infection without showing any evidence of jaundice. Harboring the virus, they may unwittingly infect others. Some persons, too, may be carriers even though they no longer display the principal signs and symptoms of the disease. Such "silent" sources have been responsible for school and orphanage epidemics. Food handlers in cafeterias, for example, have repeatedly passed on the virus. Only after more and more cases have been reported can community authorities find the hidden source and isolate the offender. Meanwhile weeks and months have passed, and many people have contracted the infection. Yet

Helping



© H. Armstrong Roberts

Your Child

"IF MY PARENTS had helped me, I'd have done better in school."

"No matter what marks I got, my parents always said, 'You could have done better.'"

"Whenever my father tried to help me with my homework, he got me all mixed up."

"I wish my parents hadn't told me the words I didn't know, instead of showing me how to figure them out for myself."

"Often I didn't want help, just encouragement. My parents would say, 'You're doing well' or 'That was a move in the right direction'—so I kept on trying."

"My parents were as happy as I was when I had solved a difficult problem by myself."

These comments by older pupils on earlier study experiences suggest how children feel about the kinds of help parents give them with their homework.

had proper precautions been taken earlier, many young children would have been spared a protracted illness.

This weakening liver infection, as we have already explained, is most likely to be spread from person to person. Contact with the virus by way of a "common vehicle," such as polluted oysters, clams, or raw vegetables, is far less likely to occur and is much harder to prove.

How is it prevented?

To prevent infectious hepatitis, these measures should be put into effect:

- Adequate control of the patient
- Control of all known contacts
- Sanitation of the immediate environment.

Exposed persons who are susceptible to the disease and are not known to have had it should be passively immunized. Ordinarily the doctor will promptly administer an adequate dose of gamma globulin, the size of the dose being determined by the person's body weight. This treatment may thwart the disease, though results cannot be predicted with certainty. It is always possible that the individual is immune because he had the infection years before, without the telltale jaundice.

At home the patient should be isolated as long as the local health authorities require—at least three

or four weeks. Toilet seats and, if necessary, feces should be disinfected. Dishes should be heat sterilized, preferably by boiling.

As a preventive measure in the community all hepatitis patients should be reported. At best, carriers are recognized with difficulty, and the difficulty is multiplied when some of the known cases are not reported. All suspicious cases should be reported too—persons with no jaundice but with other symptoms. Nonjaundiced patients may serve as reservoirs of the disease, from which sporadic cases may arise, and these in turn may lead to endemics in schools or orphanages. Contamination of food, water, and milk should be prevented. Eating and drinking utensils should be well sterilized.

Infectious hepatitis can be conquered only by the cooperative effort of physicians, research workers, communities, and families. Such a combination of powerful forces must in the end vanquish this insidious threat to the lives and health of our children.

For many years a pediatrician and immunologist in Evanston, Illinois, Louis W. Sauer, M.D., now makes his home in Coral Gables, Florida. There he is almost as busy with pediatric writing and clinic work as he was as associate professor in pediatrics at Northwestern University Medical School and medical director of the Cradle.

with His **HOMework**

RUTH STRANG

Homework is here to stay, at least in the upper elementary grades and in high school. Research sanctions it. Most parents want their children to have it. Even the youngsters admit its value, although some profit more from it than do others.

However, homework—in the grades, at least—must be assigned with discrimination. It may be more valuable in the upper than in the lower grades, and then only in certain subjects. Some kinds of homework are more beneficial than others. Certainly there is no point in busy work or drill that wastes a pupil's time. Moreover—and this is why children often feel resentful about homework—it may be inconveniently timed, not clearly explained, and, so far as the youngsters can see, devoid of purpose.

How do parents feel about homework? For one thing, they want assignments to be reasonable in length. "Janie isn't stupid," one mother said, "but it's

impossible for her to finish the assignments in every subject before eleven or twelve o'clock at night. Each teacher gives the children as much homework as if they had no other assignments. I'm going to ask the principal if the teachers can't get together and figure out how many hours their combined assignments would actually take."

On the other hand, some parents, caught up in the current wave of "getting tough with the kids," are complaining about too little homework. Yet within limits quality is more important than quantity. A short assignment thoughtfully completed contributes more to a child's educational development than a long assignment carelessly tossed off. Too much homework, or homework that piles up in peak periods, interferes with family activities and disrupts the child's daily routine.

Most parents want homework suited to their chil-

dren's abilities and needs. One conscientious girl was required to memorize overnight an "Ode to Lincoln" that was far too advanced for a pupil of her age. The words meant little to her. She struggled and wept over it. Mother wanted to help—but how could she?

Parents want homework that really teaches. Paul, for instance, was wasting time when he had to do a dozen examples in arithmetic, all of the same kind and all based on a principle he already knew.

Why homework?

From the kind of homework a child brings home the parents can judge what the school is trying to teach. But to give the most constructive help they

Looming large in the experience
of most school-age children
is the do-it-yourself project known as
homework. To some it's a dreaded
burden; to others a challenging
responsibility. In making it the
latter, thoughtful, understanding
parents will enlist the teacher's aid.

need to know the purpose of each homework assignment. The best way to find out is to go to the teacher. Homework is usually individualized, and Jimmy's may be different from Johnny's.

Certain general purposes, however, apply to all effective homework. First, it promotes good study habits—getting down to work promptly; giving wholehearted attention to the task at hand; using efficient methods of questioning, reviewing, and finding relationships; reading with an active mind; and experiencing the satisfaction of accomplishment. A half hour spent in purposeful and rewarding study is worth twice the time spent in halfheartedly going through the motions.

A second purpose of homework is to develop independence and initiative in learning. In school the child's study is supervised; at home he is on his own or is learning to be on his own. As he grows older he should need less and less home supervision. When he is in college, and later on in life, he will have to plan his own learning. There will be no one to remind him to get down to work, no one to depend on for approval. Alas for him if he has not learned self-discipline in his earlier school years.

In the elementary grades the immediate purposes of homework may vary for different children. One child may need additional practice in certain skills. Another may need to expand his basic vocabulary—the number of common words he can recognize at sight. Still another may need to practice letter-sound associations at home, in the spirit of a game. A child who has mastered the basic reading and arithmetic skills may work on a project of his own choosing. (It is to be hoped that his parents will catch some of his enthusiasm for it.)

Junior high school homework can capitalize on the child's natural urge to be independent, for each assignment is his responsibility, not his parents'. Like many junior high youngsters Donald did not realize this at first. Because his parents kept nagging him about doing his homework, he resisted their authority by putting it off or doing it carelessly. After a while they said to him,

"Donald, we're not going to treat you like a child any longer. You're growing up, and naturally you want to be on your own. Your homework is your responsibility. It's up to you to do it properly. We've told you many times to get down to work right after dinner. This is all we're going to say. We're not going to needle you about doing your homework, but when you hit a snag, we'll be glad to help if we can."

This ultimatum was given firmly and impressively. Donald understood. At first his old habits persisted, and it was difficult for the parents not to step in. But now that he had no need to resist their authority, he gradually came to feel responsible for getting his homework done—and took an important step toward self-discipline.

Highlights of helping

There are many ways in which parents can be of help. The first way is to provide the right place and the right conditions. The things that make studying difficult for students, according to their own complaints, are these:

- *No privacy.* Family and friends keep coming in and out of the living room. The younger children race around playing space man. Big Sister comes in with her boy friend and turns on the record player.
- *Even in one's own room, thin partitions may not keep out the blare of TV or radio.* Although many a youngster insists that he really studies better under such conditions, he still probably has to expend extra energy in the sheer act of concentration.
- *Unnecessary and thoughtless interruptions.* Someone in the family asks him to go on an errand or do some chore just when he has settled down to study.
- *Poor physical conditions—inadequate lighting, ventilation, or working facilities.*

With imagination parents can do something about these hindrances. One father, recognizing his daughter's need for a quiet place to study for final exami-

nations, took the younger children off on an excursion. A mother side-stepped errand-running interruptions by giving her son each day a list of groceries that he could buy at the store on the way home from school.

Johnny's homework was never finished because he had to study in a living room swarming with people. Now he's doing better because his parents had a shelf built in the kitchen, with a rack for books and papers, just the right height for Johnny to use as a writing table. With these inducements, there is good hope of improving Johnny's attitude toward study.

Conflicting thoughts are often more distracting than outside noises. Parents should do everything they can to keep open the avenues of communication with the child, so that he feels free to talk with them about anything that is bothering him. Thus they may help reduce the inner conflicts that interfere with concentration.

Respond with enthusiasm to your child's genuine efforts and interests. Encourage him when the road is rough, and reinforce any moves, however slight, in the right direction. When young Sally comes home and says, "Daddy, I'm going to read to you," Daddy listens attentively to the doings of Dick and Jane. He does not pounce on mispronounced words, just shares her excitement about this marvelous thing she has learned to do—read a book. It is only too easy for all of us, from our vantage point of knowledge and sophistication, to disparage the simple learning that is such an exciting experience for our children.

We don't have to wait until a job is done before we express our approval. Children need praise and encouragement all along the way. "You finished your homework sooner today because you got to work so promptly." "It looks like a tough assignment, but you can do it if you stick with it." "No wonder you're enthusiastic about your project. I'm getting excited about it, too."

Don't teach—consult

As a rule, parents or other members of the family should not try to *teach* a child who is having trouble with his homework. Methods of teaching are changing so constantly that parents cannot be expected to keep up with them. Arithmetic is taught quite differently now than it was even ten years ago. Spelling is taught by writing rather than by speaking. And in teaching reading, schools now use a combination of methods rather than one single method such as phonics. Instead a parent can play the important role of a consultant, pointing out the principles used in an assignment, giving illustrations of them, and guiding the child to encyclopedias and other useful sources.

Parents' attitudes toward education and toward life in general also enter into the picture. A child whose parents value education highly is likely to take a serious view of studying. He expects to do his

homework. The possibility of *not* doing it simply doesn't arise.

When such an attitude prevails, homework can bring parents and children closer together and give parents a chance to communicate important values. Among these are persistence in the face of difficulty, doing honest work, finding satisfaction in accomplishment, and experiencing a joy in work that can be more rewarding than the joy of play.

How well the parent can play his role as consultant depends partly upon the quality of the teaching in the school. Sometimes children don't clearly understand an assignment or the processes it involves. Teachers need to spend plenty of class time demonstrating the best methods of studying a subject and giving students a chance to practice them. Then a youngster won't be all at sea when he begins to do his homework. Thus teachers, parents, and students can be partners in making well-planned homework profitable.

Hazards of helping

Rare indeed are mothers and fathers who don't feel some emotional tension in helping their children with homework. There is the parent who, when a child is not doing well, can never completely hide his impatience, disappointment, or anxiety. And these emotions, sensed by the already insecure young student, may interfere with his learning.

There is the overprotective parent who, anxious to shield his child from the frustrations of life, may give him too much help with homework—may even do some of it for him. This makes the child still more dependent, still less prepared for later responsibilities that he will have to shoulder without help. There is the overcritical parent who makes a child afraid to use his initiative, afraid to try lest he fail. There is the parent who remembers unpleasant school experiences of his own; he may communicate his negative attitude, creating an unhealthy climate for the child both at school and at home.

We can, fortunately, avoid most of these hazards by letting the child take the initiative with his own learning. We can respond to his enthusiasms, cater to his curiosity, share with him our knowledge in any field in which we are expert—as much as he is able to grasp at this stage of development. We can get acquainted with the child's teachers to find out the nature and purpose of the homework assignments. We can maintain simple, appropriate, and reasonable standards for the youngster and within these limits encourage him to achieve excellence and to work things out for himself. Then homework will not be a bore or a bone of contention; it will become a creative experience.

**An article
in the 1961-62
program on
the school-
age child.**

DAG HJALMAR Agne Carl Hammarskjöld was born on July 29, 1905, near Lake Vättern in Jonköping Province in south central Sweden. He was the fourth son of Hjalmar Hammarskjöld, who was prime minister of Sweden during World War I, governor of Uppsala Province, member of the International Court of Justice at The Hague. The father once said: "You know, if I had had Dag's brains, I would have gone far."

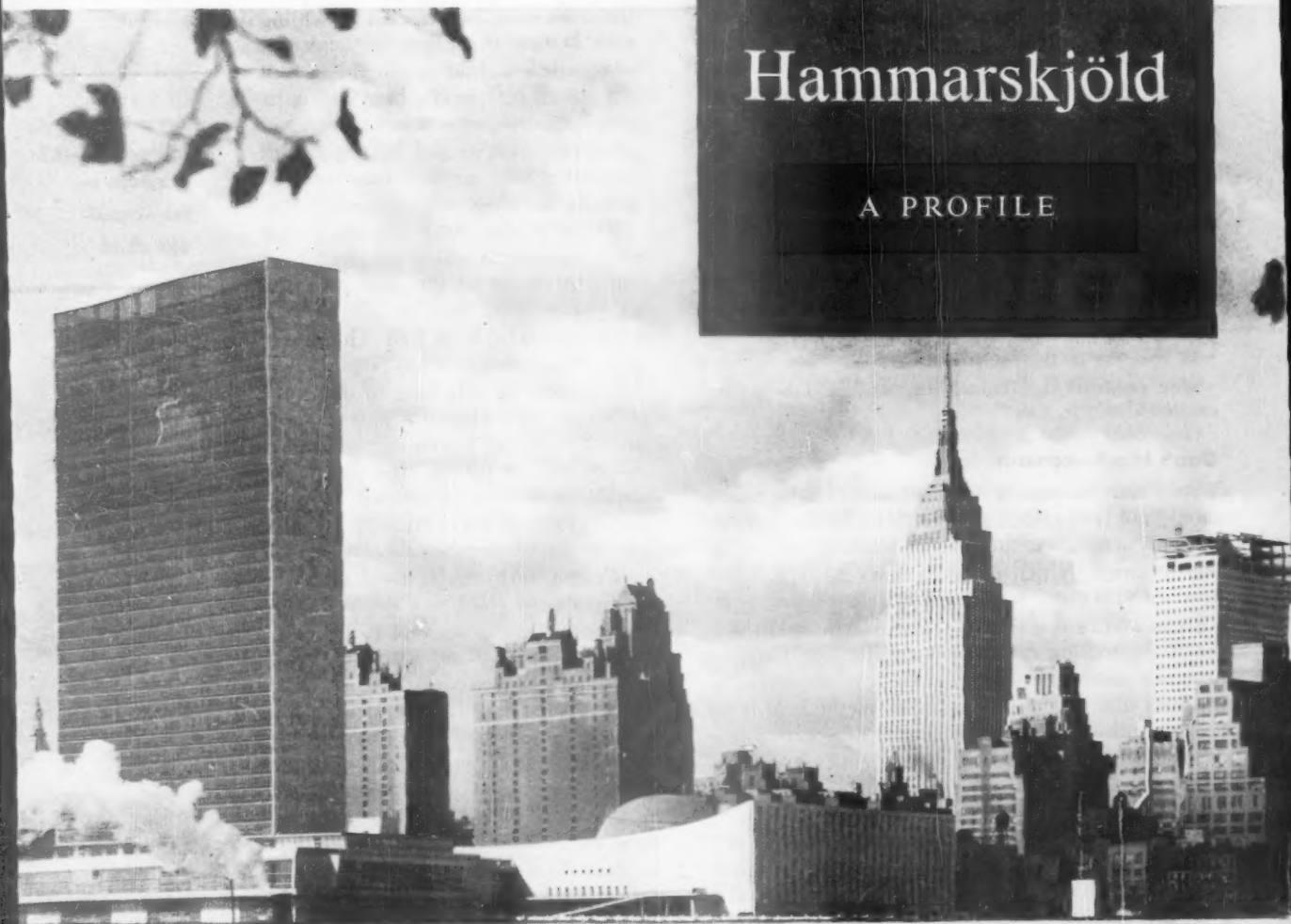
As a boy, Dag heard much talk about peace and international cooperation around the great dining table in ancient Vasa Castle in Uppsala. This early atmosphere had a great deal to do with molding attitudes that are evident today in the Secretary-General. During the Middle East crisis, Mr. Hammarskjöld brought up one of his father's sayings: "Being neutral is not a question of saying yes to both sides, but of saying no to both sides." And on another occasion he relieved a tense situation by noting that "Father used to say a diplomat must have the courage to appear both uninformed and naïve."

Entering the University of Uppsala at the age of eighteen, he received his A.B. degree two years later. His University of Stockholm doctoral thesis, entitled "Konjunkturspridningen" ("Expansion of Market Trends"), dealt brilliantly, according to those who understood it, with the way unemployment or other economic trends can spread. He prefaced this complex study with a bit of humor from *Alice in Wonderland*: "That's nothing to what I could say if I chose."

Hammarskjöld was retained as lecturer in economics at the University of Stockholm. Two years later, at the age of thirty-one, he was appointed under-secretary of the Ministry of Finance. Young Hammarskjöld's planning had noticeable influence upon Sweden's financial policy as well as some influence

Dag Hammarskjöld

A PROFILE



© H. Armstrong Roberts

On September 18 the world was stunned to learn of the death of Dag Hammarskjöld, Secretary-General of the United Nations. Who will take his place? said people of good will everywhere as they mourned for him. How sorely we shall miss his courage, his intelligence, his extraordinary patience in the face of moral evil! We all know Dag Hammarskjöld possessed these qualities, but most of us know little of the life he led outside his official function. To fill out our image with simple but sharp details, we culled the little memoir that appears in these pages from a new book by Richard I. Miller,* written shortly before the tragic accident that claimed Mr. Hammarskjöld's life. It is painful to make the mental shift from the present tense of the narrative to the finality of the past tense. It is tragic to know that the question with which the essay ends can now never be answered.

upon social policies. He became known as a master of financial and economic details and a prodigious worker.

At the age of forty-four, he became secretary-general of the Foreign Office, and in another four years he joined the Cabinet as minister without portfolio. A colleague said of his oral reports to the Cabinet: "He is like a jet plane. When the sound reaches you, the plane already has vanished."

He took an active role in European regional developments during the postwar years, serving as head of the Swedish delegation to the Organization for European Economic Cooperation (OEEC) and as a delegate to the Council of Europe. He also served as a member of the Swedish delegation to the General Assembly of the United Nations.

Prior to his appointment as Secretary-General of the United Nations, Mr. Hammarskjöld's role in Swedish and international affairs had been what the British call "a back-room boy"—one who formulates policy that is presented to someone else. He never joined a political party.

Call to greatness

"The telephone rang late one night in Stockholm" (Dag Hammarskjöld relates), "and a news service man identified himself—I would not run the risk of telling you from which agency—and told me what appeared to be in store for me." He was approved through a secret ballot on March 31. The Assembly officially recommended Mr. Hammarskjöld one week

* Excerpted from *Dag Hammarskjöld and Crisis Diplomacy* by Dr. Richard I. Miller of the National Education Association and former U. N. observer. Published October 6 by Oceana Publications, Inc., 80 Fourth Avenue, New York. \$2.25, paper; \$6.00, cloth edition.

later. Three days later the former Swedish civil servant was standing before a plenary session of the Assembly delivering his first statement: "With humility I accept an election expressing a confidence in me which I have still to justify—with a humility inspired as much by my knowledge of personal limitations as by my awareness of the extraordinary responsibility which you impose on me by your election."

Mr. Hammarskjöld speaks with amused good nature, in recounting the hectic first days and weeks in his new post, about his two mistakes; namely, letting it be known that his hobby was mountain climbing and that he read a great deal, enjoying T. S. Eliot in particular. That did it. He was quickly stereotyped with an alpenstock in one hand and a volume of Eliot in the other. "That's not a picture of me," he complained to a visitor at the time. "It is a caricature. Everywhere I go—mountains, mountains, T. S. Eliot. That's all I hear."

He has enjoyed mountain climbing for many years. However, his unconventional attire for such outings—tennis shoes, sports shirt, and shorts—once caused a hotel clerk at a first-class hotel in Sweden to suggest that he try a youth hostel nearby. (The advice was followed without disclosing his identity.)

Mr. Hammarskjöld has had little time for his out-of-door activities or a game of squash racquets since the Suez crisis. He does try to read an hour or two every day, often late in the evening, selecting a wide variety of books—some by favorite authors such as T. S. Eliot, Goethe, Cervantes, Hermann Hesse, Thomas Mann, and Thomas Wolfe. His staff and friends note that he manages to keep up with current books in addition to keeping up with his reading responsibilities as a member of the Swedish Academy

and as a member of a panel that selects Nobel Prize winners in literature.

The music of Bach and Vivaldi are favorites in his sizable collection of records. "They have a beautiful way of creating order in one's brains." His avant-garde and intellectual tastes are balanced with a vast store of more worldly knowledge.

His lifelong appetite for long working hours is well known. Associates know that a memorandum placed on his desk at the end of the official working day very likely will be read by the next morning. Most evenings are occupied by official papers. At the time of Suez, President Eisenhower spoke of Mr. Hammarskjöld in these words: "The man's abilities have not only been proven but a physical stamina that is... almost unique in the world has also been demonstrated by this man, who, night after night, has gone with one or two hours' sleep—working all day, and I must say, working intelligently and devotedly."

A bachelor, Mr. Hammarskjöld rarely appears at social gatherings except in connection with his work or to honor a friend. He attends the theater occasionally but usually prefers to spend free evenings in his Park Avenue apartment with a book and a record or two.

He planned the apartment's decoration and selected furnishings. The furniture is modern, for the most part, handmade by Swedish and Danish craftsmen, but his living-room desk has been in the family for several generations. A model of a viking ship is on the mantel over the fireplace, and an alpinist's "pick," a gift of Tensing, who climbed Mount Everest, hangs prominently over the fireplace. It bears the inscription: "So you may climb to even greater heights."

Inner depths

Mr. Hammarskjöld generally appears calm and rather neutral, which has led some correspondents to use "aloofness" and "a lack of warmth" in describing him. This demeanor may be attributed to the cultural patterns of the Swedish people, which are reserved and "proper" by American standards, and to the aristocratic heritage of the Hammarskjöld family. American journalists find it quite different from the please-the-press-at-all-costs attitude found among many public figures.

Close associates of the Secretary-General see quite another side. He usually works with his coat off, sleeves rolled up, when in his office on the thirty-eighth floor of the Secretariat. More likely than not, he will walk over to see Dr. Bunche or Mr. Cordier rather than fetch them through the buzzer system or telephone. The distinguished visitors who pass in and out of his office and the general public do not catch this matter-of-fact informality. Nor do they see the stormy scenes that take place on the thirty-eighth floor when his blue eyes turn icy, his face flushes, and his aides are stirred into action by his sharp words.

"He can use a rapier and slash very hard," said one.

Mr. Hammarskjöld has built up strong support and loyalty among his senior staff officers in the Secretariat, yet he chooses very few close or personal friends. He writes: "A mature man is his own judge. . . . The advice of others may be welcome and valuable, but it does not free him from responsibility. Therefore he may become very lonely."

Mr. Hammarskjöld seems quite close to a mysticism common to all religions in some of his statements, such as this one given at the dedication of the United Nations Meditation Room: "When we come to our deepest feelings and urgings we have to be alone; we have to feel the sky and the earth, and hear the voice that speaks within us."

The honor of service to a cause greater than oneself is at the core of Dag Hammarskjöld's self-concept. Combine this self-concept with intellectual curiosity, the conviction of purpose, a sense of detachment, and the asceticism of hard work, and the result is strangely similar to a deistic order of monkhood. On one occasion the Secretary-General chose a passage from the *Bhagavad Gita* which counseled that "work with anxiety about results is far inferior to work without such anxiety, in calm self-surrender."

How to climb a mountain

If any short statement could encompass the philosophy Mr. Hammarskjöld carries to his position, it might be his advice concerning what is required for successful mountain climbing. He counsels: "Don't move without knowing where to put your foot next, and don't move without having sufficient stability to enable you to achieve exactly what should be the next step. One who is really serious in his determination to reach the top does not gamble by impatiently accepting bad footholds and poor grips. His keen awareness of what is the goal is expressed in his concentration on the immediate problems, which if not properly solved would render all talk about the top empty daydreams."

Four aspects of diplomacy have been particularly emphasized by Mr. Hammarskjöld, although by no means has he relied exclusively upon them: quiet diplomacy, impartiality, purposeful involvement, and pragmatic creativity.

Mr. Hammarskjöld has staked his position upon the support of the so-called middle and small members of the United Nations.

The Secretary-General's allegiance to the principles of the United Nations has been perhaps the single most important factor in his successful relations with leaders in the newly emerging nations.

Today Mr. Hammarskjöld probably understands more fully what Trygve Lie had in mind when he spoke of "the most impossible job in the world." Will Mr. Hammarskjöld finish his second term, which ends on April 10, 1963, or will he resign?

Keeping Pace

with the **P. T. A.**

Diplomas vs. Delinquency

Kansas City, Missouri, P.T.A.'s were in on the planning and are now enthusiastically supporting an important work-study project undertaken recently by the public schools. The program is designed to reduce the number of dropouts among youngsters who are not doing well in school. Too often the below-average student faces a frustrating choice: He can attend classes that may be aimed at the thing he is least interested in—college preparation—or he can quit school altogether. Under the new Kansas City plan he can go to classes for half a day and work for pay the other half at a supervised job.

Bus Shop

Intelligent citizens everywhere are participating in workshops these days, and in Atlantic County, New Jersey, school bus drivers are no exception. Not long ago a workshop for these drivers was sponsored jointly by the Atlantic County Council of Parent-Teacher Associations and other educational and community service organizations. The hundred drivers in attendance reviewed laws that apply to school buses and drivers, learned about a new lighting system that will make school buses more conspicuous, and discussed safety topics, such as children's behavior on buses, first-aid procedures, and the use of fire extinguishers.

Honor Bright

J. D. stands for Junior Dependables in Lawrence, New York, where P.T.A. members set up a vacation employment service to work with local schools, youth agencies, service organizations, and businesses. Their aim: to change negative attitudes toward teen-agers by showing employers that young people can be conscientious and responsible workers, and to keep teen-agers busy and bright through the summer months.

New Words, New Ways

Non-English-speaking pupils had problems—and caused problems—in the Shenandoah Elementary School of Dade County, Florida. And their number was increasing every day, as bewildered pupils who spoke only Spanish crowded into the first and second

grades. Working with the principal of the school and with the school faculty, the P.T.A. set up a corps of parents to provide these children with concentrated instruction in basic vocabulary. The group met in the school cafeteria, where the children began the study of English by learning the names of foods and implements. This helped to ease for them the difficult lunchtime situation, always one of the most crucial for a "new" boy or girl.

Gradually other areas of learning were introduced. When each child had mastered enough words to be able to communicate with his classmates, he was released from the special group. There was always a newcomer waiting to take his place.

Picture Plan

A picture can be worth more than any number of words to a deaf child who is learning language, arithmetic, reading, and speech. Though he cannot hear the teacher's explanation, he can be shown the differences among a coat, a jacket, a raincoat, and a snowsuit. To help fill the needs of these children, the Cincinnati Elementary School Council of Parent-Teacher Associations assembled ten thousand pictures. Then they cut, pasted, mounted, classified, and filed the pictures for the use of teachers of the deaf in the public schools. The project is planned to go on indefinitely. Since thousands of visual stimuli are needed to drill and retrain the deaf child, the file must be worked on constantly, not only to replace worn pictures but to add new words and concepts.

Fine Arts, Fine People

A service club in Kingsport, Tennessee, each month provides two paintings for the third, fourth, fifth, and sixth grades of all the town's elementary public schools. The cultural arts committee of the Lincoln School P.T.A. has aided this program by labeling the paintings, doing research on the pictures and on the artists, and helping to prepare a teacher's manual to accompany the paintings. This P.T.A. stimulates interest in the other arts, too. It encourages children to enjoy good television programs such as Leonard Bernstein's *Young People's Concerts* and Walt Disney's nature series. It also encourages participation in the music instruction program sponsored each summer by the Kingsport Symphony.

BOOK HUNTING?

*follow the
readers*

FRANCES A. SULLIVAN

*Children's Librarian, Wichita City Library
Chairman, Committee on Reading
and Library Service, National Congress of
Parents and Teachers.*

CHILDREN'S BOOK WEEK November 12-18, 1961

DR. SEUSS, in his most recent collection of stories about zany creatures, has one called "What Was I Scared Of?" It is about a small Seuss character out walking at night who meets a strange sight—a pair of pale green pants with nobody inside them! Several scary encounters later he discovers that the pants are just as frightened as he is.

Almost as frightening as a pair of unoccupied pale green pants—to a parent at least—is the formidable number of children's books available today. It is hard to make a choice when faced with thousands of children's books in gay, attractive jackets. Sometimes the decision alarms parents so much that they just stay away from libraries and bookstores. (The Seuss creature hid in a Snide bush.) Then they and their children miss all the fun—and the growing—that books could give them.

There is no magic formula or turn of the wheel that will help us pick out just the right book for the right child. However, a good book list is an invaluable aid in choosing books that have already proved their worth and popularity. Parents who can appeal to a favorite librarian or book clerk are lucky indeed, especially if the friendly expert knows well the particular child who is to read the books. When you are looking at books just off the press, another way out of the Snide bush is to examine those by a favorite author or about a beloved book character. Books on special family interests and hobbies may also serve as clues.

With these last suggestions in mind let's take a quick look at some of the new fall publications you will be seeing in the bookstores and in Book Week displays at your public library.

New Adventures with Old Friends

Madeline in London by Ludwig Bemelmans. Viking, \$3.50. The smallest of the twelve little girls who live with Miss Clavel in Paris isn't afraid of mice or tigers. This being so, she has an exciting time in London with her friend Pepito on the birthday horse. Ages 5-8. Other Madeline stories are *Madeline*, *Madeline and the Bad Hat*, *Madeline and the Gypsies*, and *Madeline's Rescue*.

Davy Goes Places by Lois Lenski. Walck, \$1.75. Small boys who demand books about anything and everything that goes will like this one. When Davy pays a visit to his grandpa's farm he rides on a train, bus, truck, and tractor and in an airplane. Ages 3-6. *Big Little Davy*, *Davy and His Dog*, *Davy's Day*, and *Surprise for Davy*.

Little Bear's Visit by Else H. Minarik. Harper, \$1.95. Bears visit grandparents, too. In this new story Little Bear finds a world full of kindness, warmth, and loving indulgence when he goes visiting. Ages 4-8. Can be read by children in the first two grades, along with *Little Bear*, *Little Bear's Friend*, and *Father Bear Comes Home*.

Pogo's Jet Ride by Jo Norling. Holt, \$2.50. John and his

dog, Pogo, have taken trips by train, truck, and boat. Now they visit the assembly line of an aircraft plant, find out how a jet engine works, and take a ride. Ages 6-9. There are ten other Pogo books.

The Borrowers Aloft by Mary Norton. Harcourt, \$2.95. No person, child or adult, who has ever met any of the borrowers—alive or in one of Mary Norton's books about them—will want to miss this exciting account of their kidnaping. Age 8 and up. Preceded by *The Borrowers*, *The Borrowers Afield*, and *The Borrowers Afloat*.

Pick a New Dream by Lenora Weber. Crowell, \$3.50. Teen-age Beany Malone graduates from high school with the promise of a job on the morning paper. The job falls through, but she finds that working at the community center can be exciting in a different way. Ages 12-16. There are a number of other books about Beany and her family.

Jorge El Curioso by Hans A. Rey. Houghton, \$3.25. Curious George, a great favorite for many years, undertakes no new adventures here but appears in another

language. The translation has been made especially for children of any age who want to learn Spanish. Other books about George in English are *Curious George Flies a Kite*, *Curious George Gets a Medal*, *Curious George Rides a Bike*, and *Curious George Takes a Job*.

This fall several familiar stories are appearing in other languages. *Les Cinq frères Chinois (The Five Chinese Brothers)* by Claire Bishop, Coward, \$2.50; *Papa Pequeño (Papa Small)* by Lois Lenski, Walck, \$2.50; *Pedro, el Angel de la Calle Olvera (Pedro, The Angel of Olvera Street)* by Leo Politi, Scribner, \$2.50; and *Le Hibou et la poussiquette (The Owl and the Pussycat)*, translated by Francis Steegmuller, Little, \$2.95.

Favorite Authors and Illustrators

The Sneetches and Other Stories by Dr. Seuss. Random, \$2.95. In four new stories, sure to please the many Seuss fans, the author tells why the Sneetches decide stars aren't so important; how stubborn a Zax can be; why getting scared can sometimes be pretty silly; and the terrible mistake it can be to give all your children the same name. Age 4 and up.

A Pocket Full of Posies by Marguerite de Angeli. Doubleday, \$1.50. A selection of nursery rhymes taken from the big *Book of Mother Goose and Nursery Rhymes* with lovely illustrations in color by the compiler. Ages 2-6.

Billy the Kid by Will and Nicolas. Harcourt, \$3.25. Will Lipkind and Nicolas Mordvinoff have done a number of well-known picture books including the Caldecott Award winner *Finders Keepers*. In this story a small billy goat has a hard time finding answers to his questions. Ages 4-8.

What Do You Do, Dear? by Sesyle Joslin. William R. Scott, \$2.75. A sequel to the favorite *What Do You Say, Dear?* The imaginary predicaments in which the characters are involved make good manners a necessity. Ages 6-9.

The Tomten by Astrid Lindgren. Coward, \$3.00. The author, whose *Pippi Longstocking* is almost as famous in America as in her homeland, does a picture story book about a Swedish troll. From original verses by Viktor Ryberg; illustrated by Harold Wiberg. Ages 4-7.

Bolivar by Hardie Gramatky. Putnam, \$3.00. The author of *Little Toot* writes about Ecuador and a boy with a pet burro. Illustrated in gay colors by the author. Ages 5-8.

Emily's Runaway Imagination by Beverly Cleary. Morrow, \$2.95. If Emily, whose imagination leads her from one misadventure into another, is anything like *Ellen Tebbits* or *Henry Huggins* she is sure to be very popular. Emily wants a library for Pitchfork, Oregon, and ends up getting what she wants. Ages 8-12.

Snow on Blueberry Mountain by Stephen W. Meader. Harcourt, \$3.25. An exciting and authentic story of courage and perseverance. Mark Wilkins, a junior in high school, turns a worthless strip of mountainside into a ski slope. Age 12 and up.

Familiar Tales in New Editions

Thumbelina by Hans Christian Andersen. Scribner, \$3.50. Adrienne Adams has made charming illustrations for this Andersen story of the little girl who was not even as big as a thumb. Ages 5-9.

Once a Mouse by Marcia Brown. Scribner, \$2.95. Caldecott Award winner Marcia Brown retells the old Indian legend of the mouse who becomes a proud and terrifying tiger, only to meet his downfall. Illustrated with woodcuts in two and three colors. Ages 4-10.

I Know an Old Lady by Rose Bonne and Alan Mills. Rand, \$2.75. Abner Graboff has illustrated this delightful nonsense song about the old lady who swallowed the fly. Ages 5-8.

Favorite Fairy Tales Told in Ireland; Favorite Fairy Tales Told in Norway; Favorite Fairy Tales Told in Russia, retold by Virginia Haviland. Little, \$2.95 each. Three more volumes in this popular series of fairy tales that can be read by children in the second and third grades. Many illustrations and good type. Ages 6-9.

The Boys' Sherlock Holmes by Sir Arthur Conan Doyle. Harper, \$3.95. A new and enlarged edition of the Sherlock Holmes stories. Age 12 and up.

Books To Meet Special Interests

Rockets and Satellites by Franklyn M. Branley. Crowell, \$2.50. A "Let's Read and Find Out" beginning science book for first- and second-graders interested in learning more about the space age. Ages 6-8.

All About the Symphony Orchestra and What It Plays by Dorothy B. Commins. Random, \$1.95. A book about the instruments of a symphony orchestra, what the conductor does, and the forms of symphonic music. Ages 10-14.

Chess for Young People by Fred Reinfeld. Holt, \$3.50. A world-famous chess master writes a guide especially for young people. It includes the history of the game, famous players, championship matches, and chess-playing organizations throughout the world. Ages 12-16.

The Science of Life by Lois and Louis Darling. World, \$4.95. An introduction to biology for young people. This book combines good writing with distinctive illustrations. Age 12 and up.

Play with Paper by Thea Bank-Jensen. Macmillan, \$1.95. A book that will help adults help children have fun with paper. Simple instructions show in words and photographs how to make a mobile, paper decorations, and cut-out figures. Age 6 and up.

Poems To Read to the Very Young, selected by Josette Frank. Random, \$1.00. A collection of forty well-known poems young children like, with illustrations in color by Dagmar Wilson. Includes such favorite poets as Robert Louis Stevenson, Phyllis McGinley, Walter de la Mare, A. A. Milne, and Christina Rossetti. Ages 3-7.

Christmas Books

Christmas Is a Time of Giving by Joan Walsh Anglund. Harcourt, \$1.75. A small red-and-green book that captures the very spirit of Christmas. By the author of *A Friend Is Someone Who Likes You* and *Love Is a Special Way of Feeling*. All ages.

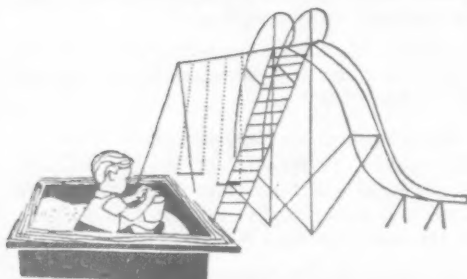
The Noble Doll by Elizabeth Coatsworth. Viking, \$3.00. At Christmastime a doll, Rosita, and a little girl's faith help Dona Amalia solve her problems. Lovely illustrations by Leo Politi. Ages 7-11.

The Little Juggler by Barbara Cooney. Hastings House, \$3.00. A beautiful retelling of the ancient story of a boy whose one gift for the Virgin was his ability to juggle. This book was made with loving care by an author-illustrator who traveled to France to see the fourteenth-century manuscript from which she took the story and to visit the country where the little juggler might have lived. For all ages.

Becky's Christmas by Tasha Tudor. Viking, \$3.00. An old-fashioned American Christmas with delightful details of family secrets, home-made presents, and mouth-watering Christmas goodies. Ages 9-11.

The Eventful Drama

OF GROWING UP



I. Preschool Course

DIRECTED BY RUTH STRANG

"If Your Child Is Silent About Sex" (page 12)

Points for Study and Discussion

1. As with so many other child-care practices, the pendulum of opinion about sex education has swung from one extreme to another. Earlier taboos on sex topics were replaced by a flaunting of interest in sex in some "liberated" families. When this extremely unconventional attitude proved embarrassing to parents and children, parents became less permissive. No longer was a child allowed to express his sex interest wherever and whenever he pleased. How would you describe the present attitude in your community toward this question?

2. Opinions regarding the role of sex in an individual's life are represented at one extreme by Sigmund Freud, who derived his observations from neurotic patients living in a decadent period of Viennese society. At the other extreme is Pitirim Sorokin, whose point of view, expressed in his book *The American Sex Revolution*, is based on his observations of the overemphasis on sex in present-day society. How may books of this kind influence a parent's attitude toward sex and his response to the child's questions, or lack of questions, about it?

3. Which of the following might be the most plausible reasons why a child is silent about sex?

- Lack of natural curiosity about everything in his world.
- Parents' disapproval of his early attempts to obtain answers to his questions.
- Unsatisfying answers to his questions.
- Fear of asking for sex information.
- The child's feeling that, having obtained information from sources other than his parents, he knows all he needs to know.
- Parents' hesitancy to encourage the child's confidences.
- Their reluctance to talk about sex, sensed by the child.
- Other interests more important to the preschool child: "The world is so full of a number of things . . ."

4. How might your own attitude toward sex influence your response to (a) the child's sex behavior, (b) his questions about sex, and (c) his silence about sex?

5. A little boy came in from play and asked, "Mom, where did I come from?" Instead of going into an ex-

planation of "how babies come" the mother said, "Why do you ask?" "Well," he said, "Johnny said he came from the Methodist Memorial Hospital." Why is it important for a parent to understand what is already in a child's mind before adding more information?

6. Give examples of ways in which sex education may be naturally introduced in connection with some activity or experience of the child. What kinds of incidents in a television show might cause a preschool child to ask questions about sex or might require explanation?

7. Which is more important—a child's attitude toward sex or the amount of sex information he possesses? How are attitudes caught? What is the possible danger of emphasizing sex as something special and separate, rather than as a natural part of life?

Program Suggestions

- Invite a pediatrician to discuss with the group the place of sex in the total development of a child. Be ready to ask him the general questions that have been bothering you. He will not, of course, be able to give specific advice, as he does not know enough about the individual children in question.
- In preparation for the meeting ask each of several members to volunteer to read one of the books, pamphlets, or articles under "References"; to select from it whatever ideas on this topic seem especially important; and to report these ideas to the group. Two questions might serve as criteria for selecting the important ideas: "Is this new to me?" and "Is it something I can apply?"
- Observe preschool children's reactions to the television programs you permit them to watch. Is there any indication that they may be getting wrong ideas about love relationships? Discuss your observations under the leadership of a person competent to help in their interpretation.

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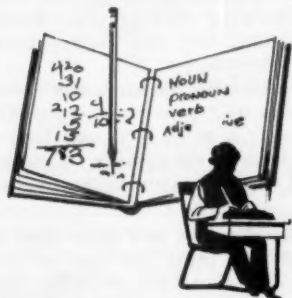
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Film: *Human Beginnings* (22 minutes), Seminar Films.



II. School-Age Course

DIRECTED BY DALE B. AND
 ELIZABETH S. HARRIS

"Helping Your Child with His Homework" (page 24)

Points for Study and Discussion

1. How does homework interfere with family life and routines? Cite examples. Is it possible that this interference reflects the parents' lack of interest in the significance of their child's schooling?
2. Is it possible that some of the difficulties are created by the child himself—for example, his dislike for school-work? Or what about his forgetting until the last minute to tell his parents he has volunteered to bring equipment or material from home for some school project?
3. The author suggests that it is possible to go too far in giving a child help or in nagging him to do his homework. What can we do in the case of a child who seems headed for serious failure if he doesn't apply himself? We sometimes say that a child should be permitted to experience the consequences of his errors, but might not failure be too costly? How should this particular situation be handled?
4. Discuss practical ways in which parents can improve the conditions for home study, such as the reducing of distractions.
5. How can one help a child cut down on his day-dreaming and mind-wandering while he studies?
6. Dr. Strang reminds us that methods of teaching are constantly changing. It can also be pointed out that knowledge increases and ideas about nature and society change. What opportunities and what dangers do parents encounter in helping a child with his homework when they come across facts they do not know or points of view different from those they accept?
7. To what extent do a parent's attitudes toward homework, the teacher, and the school affect the child's attitudes? Cite instances in which parents have found themselves expressing views that might influence their children's attitudes.
8. Is it ever justifiable to do a child's homework for him? In exploring such a question investigate (a) the objectives of homework and (b) the principles a child is expected to learn.

Program Suggestions

- Arrange a panel discussion with the following participants: a parent and a teacher who strongly favor homework and a parent and a teacher strongly against it. Be sure that a particular grade or age level is specified. Otherwise the discussion may bog down in unacknowledged differences of reference.
- Conduct a telephone poll by calling fifteen or twenty parents to find out what they like and dislike about homework. List the points made and use them to start a discussion at your meeting.
- Arrange to have a representative of the local school administration present the school system's "philosophy" concerning homework. Supplement this by having an elementary teacher and a junior high teacher explain briefly how this point of view is implemented at different grade levels.

References

Books:

- Frank, Mary and Lawrence K. *How To Help Your Child in School*. New York: New American Library of World Literature, 1954.
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Pamphlets:

- Conference Time for Teachers and Parents*. National School Public Relations Association and the Department of Classroom Teachers. National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D. C. 50 cents.
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 Shane, Harold G. "Do Parents Teach the Three R's?" October 1956, pages 4-6.
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III. Course on Adolescence

DIRECTED BY EVELYN MILLIS DUVALL

"Examination Blues" (page 4)

Points for Study and Discussion

1. Testing is a part of modern life. Examinations are to be expected throughout a person's academic career

and at critical points in his vocational placement and his advancement in both professional and business circles. In a complex culture like ours it is necessary to discover those aptitudes and talents that point toward success in a given field before encouraging an individual to go into it. Otherwise the individual fails, and the educational system wastes its resources. Only in a simple folk society, where all men do anything and everything, can one escape the testing and examinations that are an intrinsic part of our society.

2. Some anxiety is to be expected whenever a person is in a position where others may judge him. Some years ago, for instance, I had a small part to play in a program being given by an accomplished artist, Cornelia Otis Skinner. She had behind her many years of successful experience before audiences, and I too was accustomed to appearing before people in groups. Yet backstage we both found ourselves with sweating palms and fluttering stomachs. We laughed about it, and then Miss Skinner commented that were we not mobilized for our respective stints, we would be in real danger of failing to do our parts well. Only as an individual cares enough about the test before him to gather up all his resources for the job ahead can he expect to give it his best. In a real sense some nervousness is to be expected in any examination situation.

3. Learning how to take an examination is an important skill to be mastered. A youngster accustomed to essay-type tests may be unnecessarily insecure when faced with a multiple-choice examination. The student from a small school who has never tackled a machine-scored test card may be so anxious about the new tool that he does not do credit to his ability in the field being tested. The answer lies in various practice sessions, coaching periods, a study of past examinations of the type to be taken, and becoming familiar with the form of the test before the student has to take it. This is not cheating. Rather it is an intelligent way of familiarizing the person being examined with the rules of the game before he begins to play it.

4. The family can do a great deal to create an atmosphere conducive to good study habits and adequate performance on actual tests. Providing a quiet place for study, establishing family patterns of reading and looking up things in dictionary, encyclopedia, or other reference work, and maintaining an encouraging attitude—all these will help the student do his best. Wise parents realize that they should not expect the impossible and that their efforts to provide a climate of reassurance and appreciation will be more effective than nagging, pushing, or prodding a youngster to excel.

Program Suggestions

- Ask your principal, school psychologist, or guidance counselor to review with you the examinations your adolescents may be expected to take throughout the year. Find out what the various tests are designed to measure and where they fit into your child's educational advancement.

Familiarize yourself with the several different types of examinations being administered to the students in your high school, so that when your son or daughter talks about them you will have some understanding of what is involved. Don't be afraid of asking questions about them or appearing foolish at not knowing about some of the newer tests. They quite possibly have been in use only in recent years and you, as a teen-ager's parent, cannot be expected to know about them.

- Invite to your meeting two or three able seniors who in their junior year in high school took one or more of the country-wide tests: the preliminary College Board Scholastic Aptitude Test, the National Merit Scholarship Qualifying Test, and the series of examinations that make up the national Talent Search program. Ask them to tell you how they study for such national examinations and what aspects they found most difficult. Request that they be quite candid in telling you what role they would like their parents to play when they are facing an exacting examination—what they like their parents to do and what they find annoying.

Since no two students feel exactly the same way about such things, encourage them to express their individual opinions and to disagree openly when their own honest feelings conflict. After they have left the meeting, review the points they have made and discuss the implications for you as parents.

- If yours is a small, informal group, you might find it valuable to ask each member to bring this issue of *The PTA Magazine* to the session. Go around the group, asking each person to read one or two paragraphs aloud, then elicit reactions, questions, and comments from all members. The next section of the article is read by the next person and so on until the article has been read and discussed paragraph by paragraph. By that time general comments and discussion can be encouraged on a whole-group basis.

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- Neugarten, Bernice L., and others. *Planning My Future*. Chicago: National Forum Foundation, 1956.
- Seidman, Jerome M., editor. *The Adolescent—A Book of Readings*. Revised edition. New York: Holt, Rinehart, and Winston, 1960. See especially Chapter 34, "Relieving Anxiety in Classroom Examinations."

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- From Public Affairs Pamphlets, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.
- Carson, Ruth. *Your Child May Be a Gifted Child*. From Science Research Associates, 259 Erie Street, Chicago 10, Illinois. 50 cents.
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Filmstrip:

- You and Your Mental Abilities*. Science Research Associates.

Study Course Articles Coming in December

- Casting Out Fear
Irma Simonton Black and Joan W. Blos
- Time To Control Their Tongues
Marjorie Marston
- New Data on Dating
Carlfred B. Broderick

OPINIONS BY



Good to the Last Grandchild

Dear Editor:

The PTA Magazine has come into our home for thirty-two years. I first subscribed in 1929 when I took up my first job after college graduation, as principal of a six-room elementary school in a coal-mining town in southern West Virginia. I found a very active P.T.A. in the community, and it was the rule for teachers as well as parents to become members. Since I was not married then and had no immediate family responsibilities, I became a subscriber mostly because of my position as principal of the school, but the worth and importance of the magazine in the fields of education and child training soon became apparent.

I was married and left the teaching profession a year or two afterward. But we continued to enjoy the magazine. It served us well while our two daughters were going through school, and now that we will soon have grandchildren in school I suspect we will just keep on reading it. Throughout its history—as *Child Welfare Magazine*, the *National Parent-Teacher*, and now *The PTA Magazine*—its contributors and subject matter have always been of first quality.

WILBUR E. PLANTS

Point Pleasant, West Virginia

Too Early "Coward"

Dear Editor:

In our earnest campaigns to stop what is objectionable in mass media, to keep dope peddlers away from school grounds, and to stamp out pornography at its source, I wonder if we may not be overlooking a danger within some of our high schools.

Recently I witnessed a group of high school students receiving a "best in comedy" award for a one-act play that I and a few other parents definitely considered objectionable. The play was *Fumed Oak* by Noel Coward.

It would be hard for me to describe my emotions as I watched these talented young people up there on the school stage depicting drinking and emotional marital problems. They were also swearing, and made references to premarital relations. Since the play was given in an area high school contest, there were few parents present.

I was so disturbed that I began making inquiries and came up with some startling facts. It seems that in some high schools this sort of play is now being classed as "art" or "legitimate theater," and parents are lulled into accepting these categories as appropriate for their children.

How widespread is this alarming tendency? As a P.T.A. member and officer, I am concerned with the welfare of all children and youth. I believe that all of us should "look in on our schools" and not let this slime ooze under the classroom doors in the name of "art."

MRS. L. C. MOSHER

Burney, California

Culturally Shortchanged

Dear Editor:

I would like to take this opportunity to let you know how enjoyable and useful your regular feature, "Time Out for T.V.," is. My wife and I find this most helpful, when, as probably most parents have to do, we struggle with the problem of selecting suitable TV programs for our children's viewing.

POST

This matter of TV programs has become a serious question in our complex society, and in my position I am frequently asked about the influence that TV melodrama has on children in terms of juvenile delinquency. Although I am not at all sure that programs produce juvenile delinquency, I am certain that our country cannot pride itself upon the upgrading of our children's cultural development produced by television. Perhaps there are exceptions to this, but they are too few and far between.

MAURICE A. HARMON

Chief, Bureau of Juvenile Rehabilitation

State of Washington

Olympia, Washington

With Fervent Good Wishes . . .

Dear Editor:

Last spring at a P.T.A. meeting I was standing at the front of our school auditorium making an announcement about *The PTA Magazine*. I asked whether anyone would like to borrow some of my copies, to see for himself how fine the magazine is. Our seventh-grade teacher, a handsome young man, raised his hand and called out, "I would. You've been talking about it all year, and I want to find out what's so good about it." So I walked halfway up the aisle, to give him two copies of *The PTA Magazine*. Everyone laughed at his boyishness. It was a good publicity stunt, even if I hadn't planned it that way.

Before the month was over this teacher was in a serious automobile accident. He was critically injured but has now recovered and is once more teaching seventh grade in our school.

My son and I wanted to give him some good reading material while he was convalescing—so we gave him a subscription to *The PTA Magazine*.

MRS. RALPH MARSTON

Kansas City, Missouri

Accurate Yardsticks

Dear Editor:

For several of the twelve years that I taught seventh grade I planned to express to you my appreciation for your fine "Motion Picture Previews." Please accept my belated thanks, not only for those seventh-grade years but also for the three years my fifth-graders and I have used your excellent information.

We like very much, too, your evaluations of TV programs. One child whose mother is a school librarian said that she posts her reprint of your "Sentence Summaries" by the TV set, because they are so accurate.

MRS. CARROLL S. TALLENT

Dayton, Tennessee

MOTION PICTURE

PREVIEWS

ELJA BUCKLIN

Preview Editor, Entertainment Films

FAMILY

Suitable for young children if accompanied by adults

The Dog and the Diamonds—Continental Distributing Company. One of a series of children's pictures made in England under the Children's Film Foundation and shown in Walter Reade, Inc., theaters on the East Coast with the hope of creating a demand for the films across the country. Certainly we have very few pictures for the subteen group, and certainly Walter Reade's efforts to provide such entertainment are highly laudable. *The Dog and the Diamonds*, however, is not in the same class as that delightful early release by the same British group, *Bush Christmas*. It is poorly and mechanically constructed and seems to express only one idea: that it is clever for children to get the best of adults. Since this is an animal picture, one cannot help comparing it with *Greyfriars' Bobby*, which was made with considerable care and artistry and which stands for directly opposed human values. A poorly made children's film.

Family	12-15	8-12
Mediocre	Mediocre	Mediocre

The Man Who Wagged His Tail—Continental Distributing Company. Direction, Ladislao Vajda. A droll, refreshing little fable about a wicked and hated landlord who is turned into a dog (in Brooklyn, no less) by an old woman, a weaver of fairy tales and spells. Only when he finds someone who cares for him can he become a human being again. Pablito Calve, the endearing youngster of *Marcellino*, feels sorry for the mournful, ugly hound and adopts him. The most delightful bit is at the end, when the man, transformed into his human form by the child's love, tries to make the boy recognize him. A Spanish film, acted with charm and directed with engaging simplicity. English titles. Leading players: Peter Ustinov, Pablito Calve.

Family	12-15	8-12
Delightful	Delightful	Delightful

ADULTS AND YOUNG PEOPLE

Armored Command—Allied Artists. Direction, Byron Haskin. What starts out to be a tautly drawn spy thriller, supposedly based on a true incident of World War II, soon sags into routine melodrama. The Mata Hari heroine spends most of her time offering enticements to a sergeant and his patrol. As drama the film is largely formless and uninteresting. Leading players: Howard Keel, Tina Louise.

Adults	15-18	12-15
Mediocre	Mediocre	No

Back Street—Universal-International. Direction, David Miller. The third film version of Fannie Hurst's story of the other woman concentrates heavily on ultrafashionable dress and décor. Our heroine may not be able to wear a wedding ring, but she is provided with glamorous compensations, such as becoming top designer and member of a leading fashion firm. This permits her to follow her lover and his wife from New York to various glamour spots in Europe. If you think it matters, all this is a complete departure from the source. Susan Hayward walks through her whipped-cream role with an ersatz soulfulness. John Gavin seems weak and immature as the lover. Only Vera Miles as the wife injects into the film a little liveliness—or rather, venom. Leading players: Susan Hayward, John Gavin, Vera Miles.

Adults	15-18	12-15
Plush-lined escapism	Poor	No

Blood and Roses—Paramount. Direction, Roger Vadim. A vampire siren, who maintains her hold on life by sucking the blood

of others, floats wistfully through lovely Old World settings, haunted by her love for Mel Ferrer, a graceful and plaintive nobleman. A ludicrous but lucrively confectioned horror film. Leading players: Mel Ferrer, Annette Vadim.

Adults	15-18	12-15
Uneven	Mature	No

Claudelle English—Warner Brothers. Direction, Gordon Douglas. A new and pretty actress, Diane McBain, attracts attention but can scarcely sustain dramatic interest through this sordid, shallow melodrama based on a novel by Erskine Caldwell. The story concerns a hard-working southern tenant farmer, his daughter, and his faithless wife. Arthur Kennedy, a sincere actor, plays the farmer, but the characterization is so poorly conceived by the director that we feel no sympathy for the man or what he stands for. The ending is aimless melodrama rather than a tragic finale. Leading players: Diane McBain, Arthur Kennedy, Constance Ford.

Adults	15-18	12-15
Poor	No	No

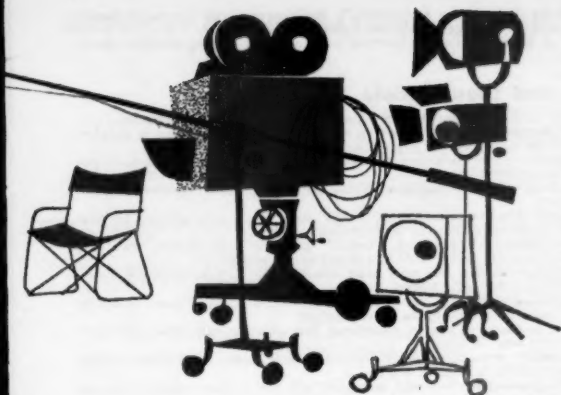


Peter Ustinov's alter ego in *The Man Who Wagged His Tail*.

David and Goliath—Allied Artists. Direction, Ferdinand Baldi. In an Italian biblical spectacle Orson Welles is strikingly made up as Saul, with a tragic red-and-white clown's face above raiment of barbaric splendor. He is the fearful, aging king whom God has forsaken. Mr. Welles' familiar organ-like voice has its old memorable quality, and two of his scenes—with Samuel and with David—are noteworthy. The rest of the film is a one-dimensional, unimaginative spectacle, though several grades above the usual low average for such pictures. Leading players: Orson Welles, Ivo Payer, Edward Hilton.

Adults	15-18	12-15
Matter of taste	Matter of taste	Mature

The Deadly Companions—Carousel Production. Direction, Sam Patinpas. Brian Keith, a veteran of the Union Army; Chill Wills, a crazy old Confederate deserter; and Steve Cochran, a typical bad man, are the film's deadly companions, each distrustful of the others. They set out to rob a bank but end up escorting a beautiful young widow, Maureen O'Hara, across Indian-infested stretches of Arizona. She is carrying the body of her young son, the accidental victim of Keith's gunplay, to



the town where his father is buried. A negligible western, to be quickly forgotten. Leading players: Maureen O'Hara, Brian Keith, Chill Wills, Steve Cochran.

Adults	15-18	12-15
Mediocre	Mediocre	Poor

The Devil at Four o'Clock—Columbia. Direction, Mervyn LeRoy. An aging priest on the South Sea island of Talua has built with his own hands—and despite the opposition of the town—a children's hospital on the slope of a dormant volcano. Somehow he manages to maintain and staff it with what labor he can find. A plane bearing three convicts en route to a Pacific island prison stops temporarily at Talua. One of the three (Frank Sinatra), a wise-cracking cynic, has frequent explosive encounters with the priest. However, when a sudden earthquake warns of a violent volcanic eruption the men work together in a courageous, spectacular rescue of children and hospital staff. Spencer Tracy acts himself wholeheartedly. Frank Sinatra is amusingly implausible as a convict and equally unconvincing as a reformed character and religious convert. Leading players: Spencer Tracy, Frank Sinatra.

Adults	15-18	12-15
Lively South Sea adventure tale with a strongly religious undertone		

Everything's Ducky—Columbia. Direction, Don Taylor. Seaman Buddy Hackett has transferred his affections from a pet turkey (*All Hands on Deck*) to an intellectual duck that talks with a gravelly voice. The duck had learned a vital defense secret from a recently deceased rocket expert. With his pal, Mickey Rooney, Buddy spends most of his time trying to save the creature from having its neck chopped off by a superior officer. Such outrageous material could be made into a zany farce, but this one is slow and silly. Leading players: Buddy Hackett, Mickey Rooney.

Adults	15-18	12-15
Matter of taste	Matter of taste	Poor

Girl with a Suitcase—Ellis Film Company. Direction, Valerio Zurlini. An ugly, unfeeling youth brings a young girl to Rome from the provinces, promising her a great career as a café singer. But he tires of her before they reach the city, and his sixteen-year-old brother, attracted by her beauty, tries to help her. Inevitably the shy, inexperienced boy (played with sensitivity by Jacques Perrin) falls in love. The relationship between the rough-textured yet childlike girl and the adolescent boy is handled with restraint and poignancy. The ending is plausible but puzzling in its harsh abruptness. Leading players: Claude Cardinale, Jacques Perrin.

Adults	15-18	12-15
Matter of taste	No	No

The Great War—Lopert Pictures. Direction, Mario Monicelli. These World War I adventures of two Italian buddies run the gamut from old-fashioned farce to sentimental war drama. The mishaps of training, the inevitable town prostitute, the stern young lieutenant, the mercenary who takes on others' suicide missions for a price, the commander who tries to save his men—all are here. The episodes are rescued from banality by a pervasive warmth in actors and action and also by a gentle, sustained irony. English titles. Leading players: Vittorio Gassman, Silvana Mangano.

Adults	15-18	12-15
Fair	Mature	No

Mr. Sardonicus—Columbia. Direction, William Castle. A William Castle horror melodrama, elaborately produced, combines the massive torture instruments of a medieval European castle with more refined psychological terrorizing techniques. The action centers around a ghoulish gentleman who becomes wealthy by opening the grave in which his father rests and stealing a winning lottery ticket from the dead man's vest. Unfortunately the man is so shocked by his own actions that his face freezes into the horrible death grimace which he sees on the skull of his father. Leading players: Ronald Lewis, Oscar Homolka, Audrey Dalton, Guy Rolfe.

Adults	15-18	12-15
Matter of taste	Mature	No

Man Trap—Paramount. Direction, Edmond O'Brien. Jeffrey Hunter, in a confused emotional state because of his disintegrating marriage, his unethical job, and a growing love for his father-in-law's secretary, allows himself to be drawn into a plot to steal a sum of money being flown into San Francisco from a Central American country. Despite skillful acting, shallow characterizations make this just another crime thriller. Leading players: Jeffrey Hunter, David Janssen.

Adults	15-18	12-15
Poor	No	No

Mysterious Island—Columbia. Direction, Cy Enfield. Based on Jules Verne's story of the same name, this brightly colored, mid-Victorian science-fiction film tells the story of several shipwrecked persons cast ashore on a strange island where certain animals and plants grow to enormous size. The group is periodically rescued from the creatures by a protector who turns out to be Captain Nemo, the notorious owner of a fantastic submarine. The Captain is busily developing huge edible plants and animals in order to feed the world, in the belief that ending starvation will end war. Well acted, with nicer people than you usually meet in science-fiction films. Leading players: Michael Craig, Joan Greenwood, Gary Merrill, Herbert Lom.

Adults	15-18	12-15
Colorful, if uneven, science-fiction melodrama		

Pirates of Tortuga—20th Century-Fox. Direction, Robert D. Webb. Swashbuckling melodrama of the days of pirates and the brave English adventurers who set out to destroy them is combined with a Pygmalion subplot. A pretty, high-spirited street gamine stows away on a sailing ship headed for the Caribbean hide-out of the notorious Henry Morgan. The officers aboard amuse themselves teaching her to be a "lady," to the annoyance of the young captain, who is secretly in love with her. Handsome settings and good-looking leads. The cardboard characterization of Henry Morgan, however, belies his reputation for brilliance of action. Leading players: Ken Scott, Leticia Roman, Dave King.

Adults	15-18	12-15
Fair	Fair	Mature

The Purple Hills—20th Century-Fox. Direction, Maury Dexter. The deterioration of the formula western, in which the good man wins by force over the bad in the early lawless West, is clearly evidenced in this flabbily characterized, brutally motivated film. The modern trend against heroes produces a whole cast of unsavory characters and turns the melodrama into a kind of free-for-all shooting match. Leading players: Gene Nelson, Kent Taylor.

Adults	15-18	12-15
Poor	Poor	No

Purple Noon—Times Film Corporation. Direction, René Clement. An almost flawlessly made French murder thriller. An impoverished American sails the beautiful Tyrrhenian Sea in a sloop belonging to a wealthy youth. He has been promised five thousand dollars if he can induce the playboy to return to his home in the United States. Unable to endure the other's playful cruelty, he murders him and plots to assume his place. Just when it looks as if his deceptions might succeed, Nemesis strikes. Leading players: Alain Delon, Marie Laforet.

Adults	15-18	12-15
Excellent murder thriller	Mature	No

Secret of the Deep Harbor—United Artists. Direction, Edward L. Cahn. An old fisherman rents his boat and his services to a crime syndicate that runs "hot" criminals out of the country. It also has a habit of drowning people who make trouble within the organization. The fisherman's pretty daughter attracts the attention of a newsman, who ferrets out her father's activities with the help of information she innocently gives him. An unprepossessing, poorly made film. Leading players: Ron Foster, Merry Anders.

Adults	15-18	12-15
Poor	No	No

The Sergeant Was a Lady—Universal-International. Direction, Bernard Glasser. Through its mechanical method of classifying personnel the War Department erroneously assigns a missile technician, an army corporal, to a Pacific island completely manned by WACs. While waiting for the mistake to be corrected, he has his problems side-stepping the predatory females. Meanwhile, to test their ability and efficiency, the army stages competitive war games between the WACs and a male contingent on a nearby island. A farcical plot, as modern as James Thurber and as ancient as Aristophanes, receives banal treatment. Leading players: Martin West, Venetia Stevenson.

Adults	15-18	12-15
Ponderous farce	Poor	Poor

Splendor in the Grass—Warner Brothers. Direction, Elia Kazan. Director Kazan worked hard to animate one-dimensional types in what is virtually a trite, oversimplified, overglamorized case history. A small town high school teen-ager (Natalie Wood) is passionately in love with the school athletic star. Unwholesome family influences, plus the fact that the two must wait for marriage until the boy finishes college, eventually force the girl into a nervous breakdown, and she is sent away to a private mental hospital. Here on the spacious lawn we see her almost immediately holding hands with a medical student, also suffering a nervous breakdown due to parental pressures. In the last scene Mias Wood, home from the hospital and engaged to her young doctor, calls on her old boy friend, now married and living on a farm. Realizing all is over between them, she sweetly quotes Wordsworth. *Splendor in the grass?* Soap opera in pure corn. Leading players: Natalie Wood, Warren Beatty.

Adults	15-18	12-15
Mediocre	Poor	No

Susan Slade—Warner Brothers. Direction, Delmer Daves. A highly varnished domestic drama describes the efforts of loving parents to protect their young daughter and her illegitimate child from the censorship of society by adopting the baby as their own. The young girl, who had lived a sheltered life in a small South American mining village, fell in love with a handsome boy she met on an ocean liner that took the family back to California. Some fine-looking young people take part in a picture that is gloss all the way through. Leading players: Troy Donahue, Connie Stevens, Dorothy McGuire.

Adults	15-18	12-15
Polished banality against luxurious settings		Mature

Three on a Spree—United Artists. Direction, Sidney J. Furie. An English take-off on *Brewster's Millions* that does not go very far. A young man will inherit eight million pounds if he first spends one million pounds in two months. He cannot get married during that time, nor can he tell his fiancée about the inheritance. Leading players: Jack Warling, Carole Lesley.

Adults	15-18	12-15
Mediocre	Mediocre	Mediocre

MOTION PICTURES PREVIOUSLY REVIEWED

Family

Alakazam the Great—A mishmash of children's animal stories, fairy tales, and cartoon antics, sometimes violent. October.

Greyfriars Bobby—A straightforward, beautifully produced film about the freely given love of a dog for his human friend. October.

Nikki, Wild Dog of the North—A superior Disney animal story photographed in the Canadian Rockies. Some violence. September.

The Secrets of Monte Cristo—Derring-do and treasure hunting in routine vein. September.

Snow White and the Three Stooges—Carol Heiss enacts Snow White on skates and the Three Stooges (much subdued) replace the seven dwarfs. September.

Tummy Tell Me True—A wise but unworlly miss ventures from her shanty houseboat to acquire a college education. September.

The Thief of Baghdad—Tongue-in-cheek retelling of a simple, childlike story. October.

Adults and Young People

Ada—Slick, ludicrous melodrama of politics in the deep South. September.

Adios and Diamonds—A Pole's concern with the fate of his country is coupled with brilliant camera work. September.

The Big Gamble—An entertaining adventure story with a colorful African background. September.

Bimbo the Great—A heavy European circus story with a sticky, sentimental plot. September.

Brain Washed—Absorbing, well-acted drama about why a man playing his first game of chess could beat the world champion. October.

Breakfast at Tiffany's—The amoral, "kookie" tale of a sprite of New York café society (Audrey Hepburn) ends on a moral note. October.

Bridge to the Sun—Tender love story of an American girl and the Japanese diplomat whom she married. October.

By Love Possessed—The need to compress James Gould Cozzens' novel results in shallow, sensational soap opera. September.

A Cold Wind in August—Cheaply sensational film about a strip-tease performer and a young boy. October.

Come September—Pretentious Rock Hudson vehicle; luxurious Italian settings including Gina Lollobrigida. September.

The Explosive Generation—Troubled teen-agers will find neither comfort nor entertainment in this irritatingly exaggerated film. September.

Fanny—A heart-warming picture with graceful performances by a star cast. September.

Fate of a Man—Moving, if sometimes hard-to-take, war drama. October.

Flight to the Moon—A good-natured spoof on the "scientific testing" of human beings. September.

Goodbye Aggie—Bittersweet, shallowly sophisticated soap opera. September.

The Guns of Navarone—Finger-licking, edge-of-the-seat suspense melodrama about a handful of tough Allied heroes. September.

Honeymoon Machine—A zany navy farce. October.

House of Fright—A brutal, lurid, comic-book version of the Dr. Jekyll-Mr. Hyde story. October.

Invasion Quarter—A wacky and engaging English farce. September.

The Joker—A witty, ultrasophisticated French farce. October.

La Dolce Vita—The famed director of *La Strada* has created a teeming, explosive modern pageant of evil. September.

Ladies' Men—Jerry Lewis' familiar antics in a feature-length series of gags. September.

The Last Time I Saw Archie—Shopworn army farce. September.

Leda—A rather thin, silly, French murder mystery. October.

Loss of Innocence—Exquisitely photographed film version of Rumer Godden's delicately drawn story *Greengate Summer*. September.

Love in a Goldfish Bowl—Lightweight entertainment blithely dramatizing unconventional teen-age behavior. September.

Marines, Let's Get It—A tasteless farce about the shenanigans of marines on leave in Japan during the Korean War. October.

Margies the Pirate—Steve Reeves plays pirate. September.

Most Dangerous Man Alive—Gangster melodrama with an ugly science-fiction twist. September.

The Naked Edge—A polished murder mystery in which Deborah Kerr suspects her husband, Gary Cooper, of murder. September.

House for a Gunman—Just like the westerns on television. October.

On the Double—A rehash of Danny Kaye's old tricks, superbly performed but unhappily garnished with occasional touches of vulgarity. September.

The Pharaoh's Woman—An absurd, third-rate "eastern" spectacular. October.

The Pit and the Pendulum—Poorly acted, elaborate film version of Poe's eerie tale; not for the sensitive. October.

Revolt of the Slaves—A revolting spectacular about the martyrdom of Christians in Rome. October.

Rocco and His Brothers—Well-acted and well-directed story of a closely knit Italian family. A vicious rape scene makes it poor fare for teen-agers. September.

Scream of Fear—A gripping murder thriller. October.

Summer and Smoke—Remarkable acting by Geraldine Page in a mature psychological drama. October.

The Trunk—A mystery melodrama whose surprise ending does not compensate for a faulty plot and stilted dialogue. October.

The Truth—Though Brigitte Bardot acts well, the sensual attributes of her built-up screen personality are cynically exploited. September.

Two Rode Together—A superior western melodrama. September.

Voyage to the Bottom of the Sea—A nuclear-submarine inventor battles forces above and beneath the sea to extinguish a ring of fire around the world. Un-even melodrama. September.

A Weekend with Lulu—Not up to the high standards of British farce. October.

When the Clock Strikes—A routine melodrama, mediocre all the way through. October.

Wild in the Country—Elvis Presley the singer detracts from Elvis Presley the serious actor, attempting to portray an emotionally troubled youth. September.

The Young Doctors—The modern hospital is the setting and protagonist of a seriously produced, well-acted picture. October.

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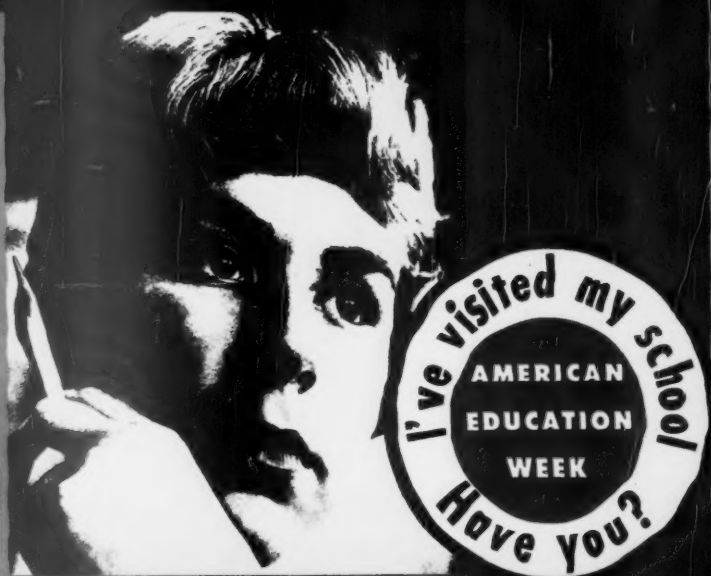
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Tuesday	Time To Work Together
Wednesday	Time To Explore New Ideas
Thursday	Time To Salute Good Teachers
Friday	Time To Pay the Price for Excellence
Saturday	Time To Look Outside Our Borders

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